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ABSTRACT

"Teaching as a Psychological Process" is a field-based psychoeducational teacher education program that is organized around a three-factor model of teaching behavior based on personal style interaction, interpersonal relationship skills, and teaching competencies. These three dimensions of teaching are approached through extensive practica integrated with individualized needs analysis, goal-setting, personal counseling, evaluation, and supervision. Small groups of students are immersed in a public school for two consecutive terms of course work and classroom teaching. The trainee's professional academic courses are taught in the host school by a multidisciplinary team of educators. Students define their own needs and goals and monitor the emergence of their unique teaching idiom. A competency-based rating scale identifies individual needs in assessment and evaluation of technical skills. Counseling, group processes, and administration of psychological and attitudinal scales focus on the development of personal and interpersonal skills. The effectiveness of program design and implementation is assessed on the basis of student questionnaires, teacher interviews, and student's competency achievement data. (The document contains a description of the program and appendixes with explanatory and supplementary material.) (PD)

DISTINGUISHED ACHIEVEMENT AWARD ENTRY:

TEACHING AS A PSYCHOLOGICAL PROCESS

University of Michigan

Ann Arbor, Michigan

November 20, 1974

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Teaching as a Psychological Process: A Summary Statement

Teaching as a Psychological Process is a field-based psychoeducational teacher education program dedicated to preparing future teachers who skillfully apply their knowledge of psychology to classroom practice. It departs from the traditional approach to teacher education in that the program is organized around a three factor model of teaching behavior which posits an individual's teaching performance is based upon the interaction of his/her personal style, interpersonal relationship skills, and teaching competency. These three dimensions of teaching are approached through extensive practica integrated with individualized needs analysis, goal-setting, personal counseling, evaluation, and supervision, all of which continue throughout training. Small groups of students are immersed in a public school for two consecutive terms of course work and classroom teaching. Trainee's professional academic courses, synthesized with teaching experiences obtained from daily work with children, are taught in the host school by a multi-disciplinary team of educators, including school personnel and university specialists.

Students play a central role in their professional development by defining their own needs and goals and by monitoring the emergence of their unique teaching idiom. A competency based rating scale helps guide each individual's needs assessment and evaluation of technical skills. Counseling, group processes and the administration of psychological and attitudinal scales focus upon the development of personal and interpersonal skills.

Evaluation of students' development is achieved through the analysis of their competency self-ratings and those of their cooperating teachers, periodic examination and redefinition of goals, and results from the psychological and attitudinal scales. The effectiveness of the program's design and implementation is assessed on the basis of student questionnaires, teacher interviews, and students' competency achievement data.

Teaching as a Psychological Process: Program Description

Teaching as a Psychological Process is a field-based, psychoeducational teacher education program dedicated to preparing future teachers who skillfully apply psychology to classroom practice. It departs from a traditional teacher training approach in that it is organized around a three factor model of teaching behavior which is dependent upon students' active participation in their own learning. Neophyte teachers are "immersed" in a field setting for one full year. Their professional courses, synthesized with teaching experiences obtained from daily work with children in classrooms, are conducted in the host school by a staff including both educators from the field and specialists from the School of Education faculty.

The program was initiated in response to the School of Education's determination to develop new teacher preparation opportunities to meet the needs of the 70's and is based on the theoretical constructs of two previous University of Michigan psychoeducational programs for training special education teachers. It was instituted following a 1972 "Think-In," a three day conference of teachers from the field, university staff, and students, organized by the School's Task Force on Innovative Teacher Education. The Think-In, which generated principles for planning alternatives in teacher education, called for small group training that incorporated clinical teaching, educational methodology, theory, integrated field practice, strong personal and professional development components, and evaluation.

The goals of Teaching as a Psychological Process are to train elementary teachers who demonstrate the following qualities:

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(1) an ability to apply psychology in work with the cognitive, emotional, and social development of young people, and to plan and implement a psychoeducational program;

(2) a concern with both the cognitive and affective aspects of children's growth and the know-how to institute a content-based curriculum centered on students' experiences, interests, and needs;

(3) sufficient knowledge of psychology, teaching methodology, and curriculum that they can competently integrate recent innovations into new teaching programs;

(4) a willingness continually to reassess their own pedagogical philosophy on the basis of an increasing awareness of different value systems and knowledge of changing approaches to teaching;

(5) a well-defined teaching style that reflects their personal style, understanding of children, and beliefs about the purposes of education.

Underlying these goals is the concept of an effective teacher who is a unique personality seeking to enhance his/her own personal maturity while developing a compatible set of professional skills. The achievement of this objective entails a high level of self-insight and discipline, and the ability to use intelligence, knowledge, and personal resources to deal successfully with a teacher's responsibilities. This process begins with a deep commitment to teaching from which the individual actively promotes his/her own professional growth by developing a personal teaching idiom.

Through a careful balance of substantive courses, clinical teaching seminars, and extensive work with children in schools, trainees have supervised opportunities to build teaching strengths in areas where specific weaknesses are identified. In academic courses, students learn the necessary reciprocal relationship between cognitive and affective growth in children by

focusing on the interaction between a child's personal development and his growing capacity for technical knowledge and subject matter content. The direct school contact stimulates trainees to clarify their understanding of children and of the teacher's role before going into the field on their own. In addition, they gain skills in planning and executing a curriculum that responds to youngsters' specifically diagnosed needs.

The training is organized on a model of teaching that posits three interactive factors as the determinants of an individual's teaching performance: (1) personal style; (2) interpersonal relationship skills; and (3) teaching competency. The personal competency aspect represents the idiosyncratic uses of self which evolve into an individual's teaching style. The interpersonal skills relate to potential for empathy, ability to interact effectively with individual pupils, groups of children, peers, and other professionals, and attitudes and beliefs about human nature. The teaching methodology dimension includes the formal and informal techniques teachers use in their work with children in the classroom. Since the prospective teacher is the essential element in the training process, courses and practica are individualized to fit each person's changing level of teaching competency and his unique requirements.

The three dimensions of teaching behavior are approached through an integrated and ongoing process of individual needs analysis, goal-setting, personal counseling, and evaluation. Personal information from a variety of sources, including psychological inventories, a rating of teaching competencies, counseling, and supervision, facilitate the student's development as a teacher. Twice each term there is a formal review and restatement

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of each student's goals, and regularly over the course of the term, students meet their advisors and supervising teachers to develop and refine their training according to their evolving skills and developing needs. In two semesters, students meet state certification requirements for the professional sequence of courses in elementary teacher education through program-directed courses on methods of teaching, educational psychology, and foundations of education. Trainees also take one campus-based course in curriculum each term.

The individualized nature of the program requires the active involvement of program coordinators who are sensitive to both the personal and professional needs of students. Weekly meetings between students and cooperating teachers, and bi-weekly sessions with the university supervisors are the core of this component. The effectiveness of such a personalized program is facilitated by the small group design--twelve students compose a training group and are assigned to no more than two schools.[1] The students also attend the same academic seminars throughout training. A supportive group process evolves among trainees and is encouraged in seminars and through informal student relationships.

The program requires a director (one-fourth time), a coordinator (one-half time), an adjunct staff member from the field (one-eighth time), and a researcher (one-fourth time). The program director is an educational

---

[1] During the three year development phase, the program has worked with one group of students per year, ranging in number from six to twelve. It is anticipated that depending upon a particular university's needs, this program serves as a model for a multi-module program with several independent units of twelve to fifteen students and appropriate faculty support functioning simultaneously.

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psychologist who serves as a seminar leader, a consultant to the participating schools, and an advisor to the students. The coordinator, also a specialist in educational psychology, has a strong background in teaching methodology and the foundations of education. This person teaches one of the seminars, supervises the students' practica, consults with the teachers, and counsels with students on a personal and professional basis. The third team member, a professional from one of the host schools, conducts the seminar in methods of teaching and serves as a liaison between the university and field staff. The researcher selects and/or constructs the research and evaluation instruments, and collects and analyzes the program's evaluative data.

Two types of data are collected for research and evaluation purposes during the year long program. First, the students' development is monitored by periodic ratings on the competency based scale, and by student self-assessment of progress in attaining their goals. In addition, a series of psychological, attitudinal, and teaching-related scales are adminstered to the students at the beginning of their training.

The variables measured by these scales are considered to be important for a teacher's development. They were selected on the basis of an extensive literature review on teacher characteristics and competencies. Individualized summaries and interpretations of the results are returned to each student to facilitate their needs assessment and goal-setting.

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The second type of data focuses upon an evaluation of the program's overall design, implementation, and effectiveness. The students complete a questionnaire at the conclusion of each semester concerning their perceptions about various aspects of the total program, the seminars, staff, and practicum experiences. Cooperating teachers and administrators are interviewed to obtain their evaluations of the design and impact of the total program and their assessments of the student teachers and program staff.

A monograph expanding upon the theory, implementation, evaluation and research procedures of the program will be available in January, 1975.

This teacher education program is unique in its implementation of a personalized and individualized approach to teaching and in its integration of clinical teaching, ongoing evaluation, and psychoeducational processes. Such aspects of training have long been viewed by educators as critical to the preparation of effective teachers. In addition, the program removes training from the exclusive domain of academia and takes it to the field where the work with children is done. This strengthens the natural symbiotic relationship between university schools of education and public schools so that the two institutions more effectively serve one another. Finally, and significantly, the program is rooted in a research-based model of teaching behavior that emphasizes inherent connections between developmental, intellectual, and affective factors in the learning and teaching process.

APPENDIX OF EXPLANATORY AND SUPPORTING DOCUMENTS

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APPENDIX OF EXPLANATORY AND SUPPORTING DOCUMENTS

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NOTE: IN SEVERAL OF THE FOLLOWING DOCUMENTS, THE TEACHING AS A PSYCHOLOGICAL PROCESS PROGRAM IS REFERRED TO AS "PROGRAM 6."

APPENDIX A

THREE INTERACTING FACTORS THAT INFLUENCE TEACHING BEHAVIOR IN THE CLASSROOM

APPENDIX A

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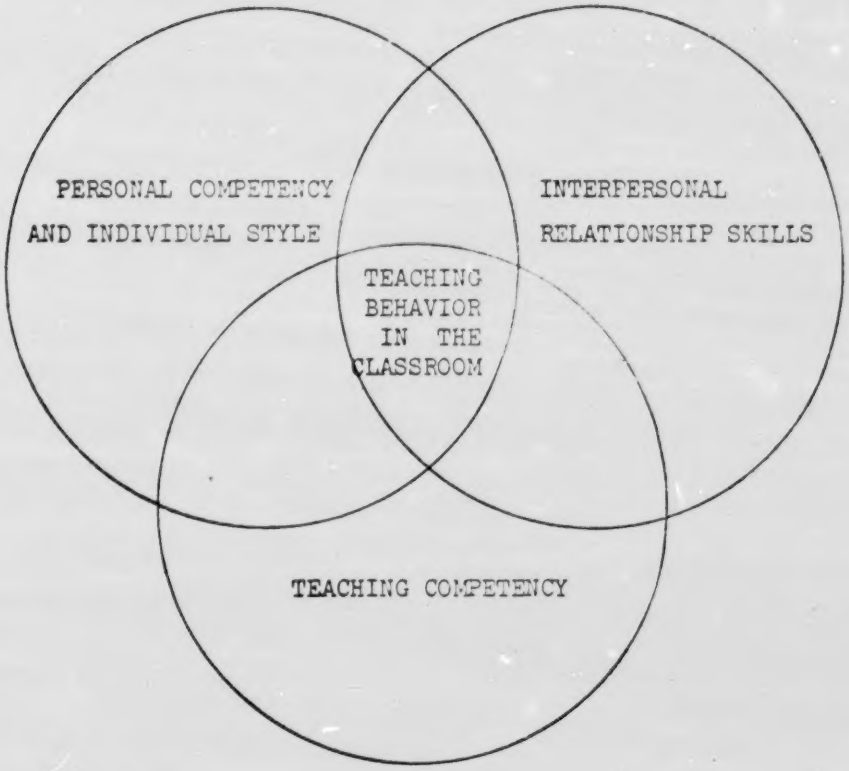


THREE INTERACTING FACTORS THAT INFLUENCE

TEACHING BEHAVIOR IN THE CLASSROOM

APPENDIX B

TEACHING AS A PSYCHOLOGICAL PROCESS: THE INTEGRATION OF PROFESSIONAL ACADEMIC CONTENT AND FIELD WORK PRACTICA

PSYCHOLOGICAL FOUNDATIONS AND CHILD DEVELOPMENT

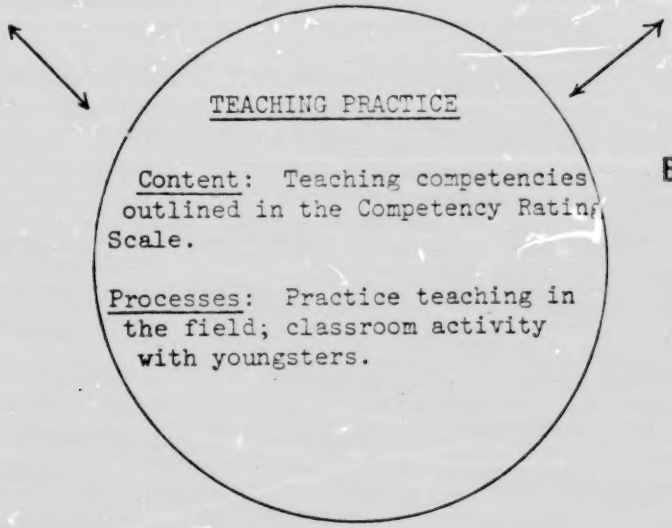
I. Content: Child development, psychology of learning, psychological influences in child's home and school environment.

II. Processes: Seminar format; open discussions; peer support and encouragement.

SOCIAL FOUNDATIONS

I. Content: Philosophic historical, sociological influences on education.

II. Processes: Seminar format; open discussion, sharing ideas, beliefs; debating positions and ideology.


TEACHING PRACTICE
Content: Teaching competencies outlined in the Competency Rating Scale.
Processes: Practice teaching in the field; classroom activity with youngsters.

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CURRICULUM AND TEACHING METHODOLOGY

I. Content: Teaching method, daily planning for groups and individual; alternative teaching styles; related professional issues.

II. Processes: Open seminar discussion; activities in seminar and with children in the field.

TEACHING AS A PSYCHOLOGICAL PROCESS:
THE INTEGRATION OF PROFESSIONAL ACADEMIC CONTENT AND
FIELD WORK PRACTICA

The substantive content of the professional academic program is organized on a core of directed teaching experiences.

APPENDIX C

ACADEMIC REQUIREMENTS: TEACHING AS A PSYCHOLOGICAL PROCESS

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ACADEMIC REQUIREMENTS: TEACHING AS A PSYCHOLOGICAL PROCESS

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The two-term professional sequence meets the regulations for teacher certification in the State of Michigan. In addition to the following courses in the field of education, students must complete a general program of forty semester hours of course work in Letters, Science, and Arts and must also meet University of Michigan "Requirements for Graduation." Courses other than those in the professional sequence are usually completed before students begin their year in the Program. Typical weekly schedules for each term are diagrammed in Appendix D.

FIRST TERM

Courses	Credit Hours
I. Program Courses (taught in the field)	
L300 Educational Foundations:	
Philosophy of education seminar	2
Psychology seminar	3
D405 Methods of Teaching in the Elementary School	2
D592 Practicum in Teaching Methods. Included regular planning meetings and special luncheon sessions with program group to discuss issues of common interest	6
II. Campus Course	
D468 Reading, Writing, Listening and Speaking Instruction in the Elementary School	2
Credit Hours	16

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SECOND TERM

Courses	Credit Hours

I. Program Courses (taught in field; seminar format)

D305 Directed Teaching in the Elementary Grades.....8-12 hours
Includes field work in assigned classes every day; regularly scheduled conferences between students, student teaching supervisor, and cooperating teachers.

D307 Seminar: Teaching in the Elementary Grades.....2
Undergraduate Honors Reading.....1
Course includes discussions among peers of shared experiences, sessions on techniques, selected curriculum materials, and teaching style issues.

C530 Mental Hygiene of Childhood and Adolescence.....2

II. Campus course(s)
Students chose one of the following:
Teaching of Science in Elementary School
Teaching of Social Studies in Elementary School..... } 2
Teaching of Elementary School Mathematics

Credit Hours 15-19

APPENDIX D

TEACHING AS A PSYCHOLOGICAL PROCESS:

TYPICAL WEEKLY SCHEDULE (SEMESTER ONE AND TWO)

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APPENDIX D

TEACHING AS A PSYCHOLOGICAL PROCESS

TYPICAL WEEKLY SCHEDULE - SEMESTER I

Indicates practicum: time spent in classroom

Program seminar and campus course

Monday	Tuesday	Wednesday	Thursday	Friday
Teaching* responsibilities	Teaching responsibilities	Teaching responsibilities	Teaching responsibilities	Psychology Seminar - Program Teaching
Student, teacher planning	Open planning time	Open planning time	Program planning meetings; discussions; films	Student, teacher planning
		Program seminar: Psychology		Teaching responsibilities
Program seminar: Methods of Elementary Teaching	Campus Course			
Occassional meetings; lectures; planning				

*Includes morning or afternoon teaching

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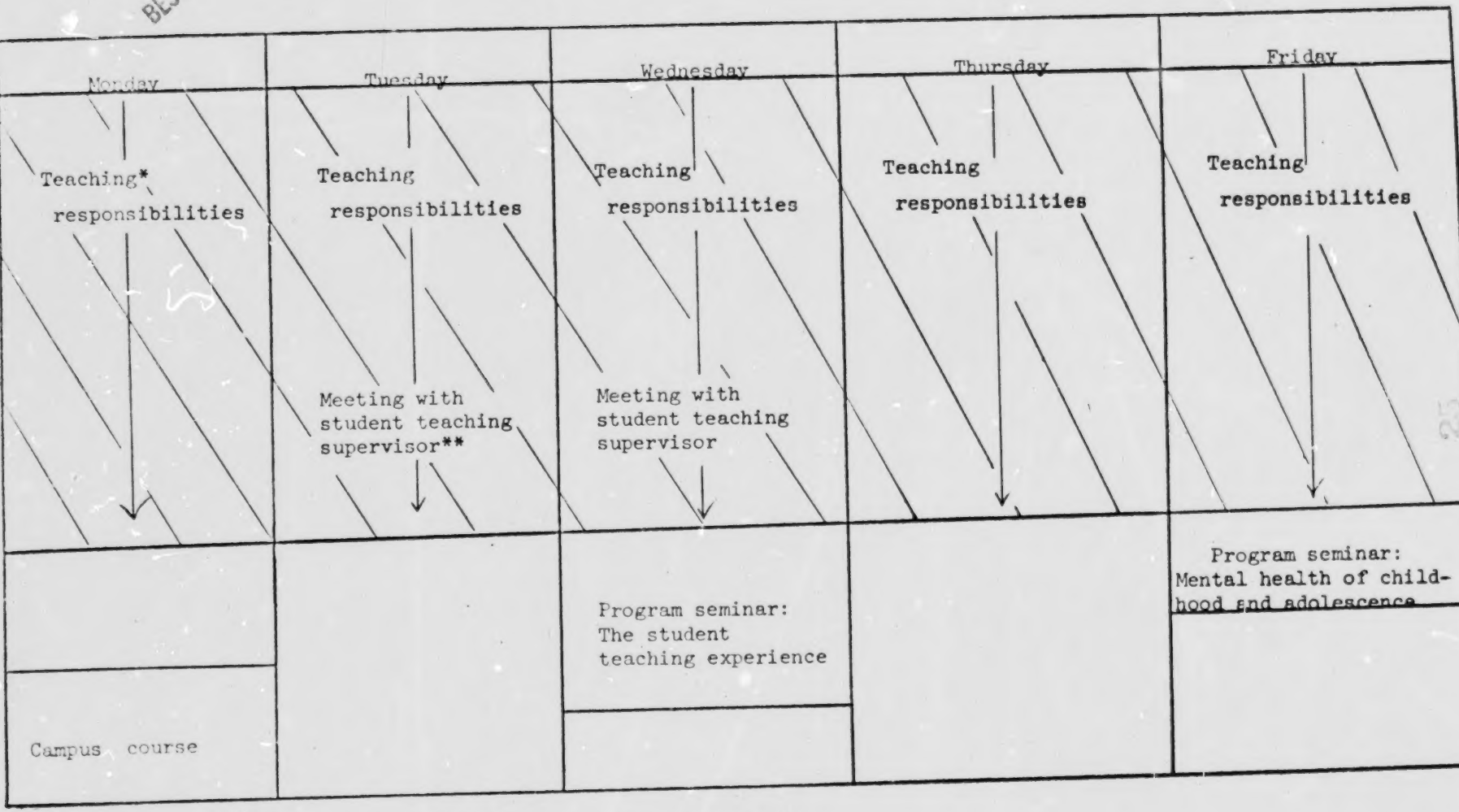
TEACHING AS A PSYCHOLOGICAL PROCESS

TYPICAL WEEKLY SCHEDULE - SEMESTER II



* Student teaching responsibilities vary among individuals. Students teach from 3 1/2 - 5 hours per day, plus planning time.

** The student teaching supervisor is in each building for one full day a week. Students meet individually with her, on a bi-weekly basis, usually following observation periods.

APPENDIX E

EIGHT-POINT CONCEPT PAPER

APPENDIX E

CONCEPTS GUIDING PROGRAM DEVELOPMENT

Developed by the Task Force for Innovative Teacher Education
The University of Michigan
November, 1972

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1. Individualized Student Self Development

Students begin their professional training with varying degrees of maturity, experience, and readiness to work with children. Following Combs' model, professional components are a graft on the personal components. Students are obviously able to progress through their training at differing rates, and need variant components in their programs. The goals and committments require individual assessment and planning. To enable this to take place, the student is provided information concerning his potentials, and consultation as he evolves his program. Considerable freedom for choice of experience and courses enable individual planning.

2. Social Awareness

The individualized student self development does not take place in isolation, but rather, in a world of children and schools. A complementary and essential program attribute is emphasis upon developing teachers who understand and can respond effectively to the social dimensions of schooling as well as the more overt curricular aspects of the classroom.

3. Knowledge

A solid foundation of knowledge of the disciplines or content areas to be taught is an integral part of teacher education programs. This foundation, along with broad knowledge of human development and learning theory, is a sine qua non of educational practice. The value of time to read and reflect is recognized and granted high priority.

4. Role Competency

While each teacher will have his own style and individuality, there are certain competencies in teaching skills, interpersonal relationships, and substantive knowledge which comprise the grid of the teaching role. These competencies become the basis of the initial evaluation, the training, and finally, when demonstrated in performance, they serve as evidence of role mastery.

5. Field Base

The unifying core of the training is a graduated sequence (two or more terms) of direct experiences with pupils in schools. A significant portion

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of the seminars will be held on site. This implies a new depth of cooperative work with the practitioners, a new range of interplay and a significant contribution to the program design from field personnel. The supervision of students becomes a joint enterprise of the School of Education and the field personnel. This anticipates an increased investment in field support.

6. Small Group Design

The various teacher education programs comprise particular sub-sequences for which students will apply, and into which they will be accepted. To ennance peer learning and a sense of identity, these small groups stay together for at least one, and perhaps two terms of training. Each group would be staffed by a small team of core teachers representing the necessary disciplines. Each such subgroup staff would include at least one regular faculty member coordinator as well as teaching fellows. The resources available to any group would extend beyond the core staff.

7. Clinical Teaching

While certain material will continue to be presented in the current academic mode, the basic format for developing substantive content will follow Conant's clinical teaching model. The professional education staff is to employ a teaching process which utilizes the university students' concurrent direct experiences, working with pupils. Theoretical material is woven into the analysis, issues, examples, and conditions generated by the experiential portion. Much of what was almost exclusively lecture presentation will now be learned in seminars. Tutorials and independent study provide additional means for acquiring organized conceptual material. Through his own regular presence in the schools, the instructor will gain knowledge of the trainees, their direct experiences in that situation, and will be able to build upon this foundation.

8. Evaluation

Staff, together with the student participants, are obligated to evaluate their personal development, their teaching and learning, and the success of the subprogram in which they are involved. While this may initially be a general source of information for planning alternatives, the evaluation should progress to a performance criterion base. Appropriate graduate students will be encouraged to develop pre- and doctoral research projects. Substantive assistance for evaluative efforts must be considered an integral part of any teacher education program.

APPENDIX F

1973-74 COMPETENCY RATING SCALE

APPENDIX F

1973-1974 COMPETENCY RATING SCALE

Under the direction of the School of Education's Task Force for Innovative Teacher Education, a competency rating scale was devised for use in the new field-based training programs. The scale resulted from an extensive literature review on teacher characteristics, competencies, and evaluation methods. Following its construction, it was widely distributed to teachers in the field, students, and faculty members for their input regarding the individual items, rating system, general format, and its overall usefullness as an evaluative instrument. After several revisions based on their suggestions, the form was administered to the cooperating teachers and students periodically throughout the training year for evaluations of the student's progress in attaining the 57 competencies. Rather than simply list competencies with no apparent interrelationships, the competencies followed the three factor conceptualization of teaching behaviors in the following manner:

I. Personal and Stylistic Development

a) personal development: items 38-45;

II. Interpersonal Relationships and Attitudes toward Others

b) professional relationships: items 30-37;

c) relationships with individual children: items 46-51;

d) relationships with groups of children: items 51-57

III. Teaching Skills

e) teaching process: items 1-18;

f) facilitation of pupil growth: items 19-29.

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UNIVERSITY OF MICHIGAN

EVALUATION OF TEACHING COMPETENCIES

Student Name_____ Date_____

Cooperating Teacher_____ Term/Year_____

Supervising Teacher_____ Subject/Grade_____

School & Location_____

_____

Check One: Self-rating (by student)_____ Rating by Supervisor_____

Check One: Initial rating_____ Mid-term rating_____ Final rating_____

Profile Key: Competency Not Developed 1 2 — Satisfactory Progress 3 4 — Competency Well-developed 5 6 7 — Not Observable N

TEACHING PROCESS

Designing specific learning experiences

1 2 3 4 5 6 7 N diagnoses pupil needs
1 2 3 4 5 6 7 N formulates instructional objectives
1 2 3 4 5 6 7 N prepares effective lesson plans
1 2 3 4 5 6 7 N prepares appropriate subject matter content
1 2 3 4 5 6 7 N selects a wide variety of appropriate learning materials

Facilitating the psychological learning environment

1 2 3 4 5 6 7 N motivates pupils to learn
1 2 3 4 5 6 7 N reinforces positive behaviors
1 2 3 4 5 6 7 N analyzes and modifies group behaviors
1 2 3 4 5 6 7 N counsels and models effectively

Directing/conducting teaching-learning activities

1 2 3 4 5 6 7 N presents information clearly
1 2 3 4 5 6 7 N explains activities effectively
1 2 3 4 5 6 7 N demonstrates activities effectively
1 2 3 4 5 6 7 N uses effective questioning techniques
1 2 3 4 5 6 7 N encourages exploring, discovering, investigating

Evaluating learning experiences

1 2 3 4 5 6 7 N selects and/or constructs means of testing pupil's achievement
1 2 3 4 5 6 7 N collects data effectively
1 2 3 4 5 6 7 N analyzes data appropriately
1 2 3 4 5 6 7 N makes effective use of evaluative data

FACILITATION OF PUPIL GROWTH

Facilitating pupil cognitive growth

1 2 3 4 5 6 7 N promotes pupil knowledge
1 2 3 4 5 6 7 N develops pupil understandings

Facilitating pupil skill growth

1 2 3 4 5 6 7 N develops problem solving abilities
1 2 3 4 5 6 7 N stimulates creativity

Facilitating pupil affective growth (attitudes/values)

1 2 3 4 5 6 7 N helps pupils develop positive self-concepts
1 2 3 4 5 6 7 N facilitates sensitivity to others/empathy, etc.
1 2 3 4 5 6 7 N encourages adaptation to social/personal environment
1 2 3 4 5 6 7 N instills moral judgment/values
1 2 3 4 5 6 7 N stimulates appreciation of aesthetics

Facilitating pupil perceptual-motor growth

1 2 3 4 5 6 7 N develops perceptual skills
1 2 3 4 5 6 7 N develops motor manipulations

PROFESSIONAL RELATIONSHIPS

Developing professional relationships

1 2 3 4 5 6 7 N establishes effective relationships with community groups
1 2 3 4 5 6 7 N participates in professional organizations
1 2 3 4 5 6 7 N maintains good relationships with peers
1 2 3 4 5 6 7 N establishes good relationships with aides/paraprofessionals
1 2 3 4 5 6 7 N maintains effective relationships with administrators
1 2 3 4 5 6 7 N develops relationships with special services personnel
1 2 3 4 5 6 7 N maintains profitable relationships with parents
1 2 3 4 5 6 7 N creates relationships with related disciplines

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PERSONAL DEVELOPMENT

Demonstrating personal attributes

1 2 3 4 5 6 7 N assumes responsibility
1 2 3 4 5 6 7 N demonstrates promptness, dependability
1 2 3 4 5 6 7 N shows care in personal appearance
1 2 3 4 5 6 7 N accepts suggestions and criticisms
1 2 3 4 5 6 7 N shows evidence of self-awareness and self-evaluation
1 2 3 4 5 6 7 N demonstrates flexibility
1 2 3 4 5 6 7 N exhibits sensitivity in relating to children
1 2 3 4 5 6 7 N communicates effectively (speech, grammar, tone of voice)

Additional comments (optional):

INTERPERSONAL RELATIONSHIPS WITH INDIVIDUAL CHILDREN AND GROUPS OF CHILDREN

A student's ability to develop interpersonal relations with pupils is vital to his teaching. Please give your assessment of the student's position on the following dimensions. Use the same 7-point profile key as before (1=competency not developed, 7=competency well-developed, N=not observable).

RELATIONSHIP DIMENSION (Student teacher with pupils)	INTERACTIONS WITH GROUPS OF CHILDREN	INTERACTIONS WITH INDIVIDUAL CHILDREN	ADDITIONAL COMMENT
a. awareness and acceptance of a pupil's feelings	1 2 3 4 5 6 7 N	1 2 3 4 5 6 7 N	
b. sensitivity to differing abilities/needs of pupils	1 2 3 4 5 6 7 N	1 2 3 4 5 6 7 N	
c. warmth of the relationships	1 2 3 4 5 6 7 N	1 2 3 4 5 6 7 N	
d. ease with which relationships are formed and maintained	1 2 3 4 5 6 7 N	1 2 3 4 5 6 7 N	
e. depth of involvement with children	1 2 3 4 5 6 7 N	1 2 3 4 5 6 7 N	
f. ability to manage classroom behavior	1 2 3 4 5 6 7 N	1 2 3 4 5 6 7 N	

TEACHING STYLE

a. How would you characterize the student's individual teaching style?

b. How effective do you think it is? In what several ways is it effective or ineffective?

APPENDIX G

1974-75 REVISED COMPETENCY RATING SCALE

APPENDIX G

1974-1975 REVISED COMPETENCY RATING SCALE

The competency scale utilized during the 1973-74 academic year has recently been revised. It was found, through field-testing of the instrument, that several items of importance were omitted and that the rating system could be improved to better discriminate between competencies at various stages of development. The following scale is now being administered to the cooperating teachers and students during this 1974-75 training program. As before, the scale was distributed to field personnel and students for their comments prior to its finalization. Its 44 items are again organized around the three major factors which are determinants of one's effectiveness as a teacher:

I. Teaching Skills

a) classroom management

b) planning and preparation of the learning environment

c) implementing the educational program

II. Interpersonal Relationships and Attitudes Toward Others

III. Personal and Stylistic Development

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STUDENT TEACHER COMPETENCY RATING SCALE

TEACHING AS A PSYCHOLOGICAL PROCESS — HAWTHORN INTERNSHIP PROGRAM

TO THE RATER: Evaluate student performance in each of the areas indicated according to the following categories:

1 = Student has not developed this competency as yet
2 = Student has taken initial steps in this direction
3 = Student shows growth toward this goal, but needs continued improvement
4 = Student has reached a high level of competency in this area
5 = Student has reached an exceptional level of competency in this area

NA = Not applicable: Student may have developed this competency, but has not had the opportunity to evidence it as yet.

Please feel free to use the spaces between the items to provide further specificity in your evaluation. The rater may wish to indicate areas of particular strength or weakness, itemize progress made, or offer recommendations for further work. At the conclusion of the form, an open-ended question provides further opportunity for extended comments on aspects of the student's progress.

Thank you for taking the time to complete this form.

Student's Name _____ Date: _____

Cooperating Teacher's Name _____ School _____ Subject/Grade _____

Check one: Self-rating _____ Rating by supervisor _____

Initial rating _____ Mid-term rating _____ Final rating _____

1 = Student has not developed this competency as yet;
2 = Student has taken initial steps in this direction;
3 = Student shows growth toward this goal, but needs continued improvement;
4 = Student has reached a high level of competency in this area;
5 = Student has reached an exceptional level of competency in this area;
NA = Student may have developed competency, but has not had the opportunity as yet to evidence it.

I. TEACHING SKILLS

A. Planning and Preparation of the Learning Environment:

_____ Demonstrates adequate planning and preparation for teaching.

_____ Plans instruction that adequately balances affective, cognitive, and physical needs of children.

_____ Provides opportunities for children to participate in setting their goals and evaluating their progress.

_____ Considers student interest and point of view in developing and executing the curriculum.

_____ Plans individualized lessons for the differing needs of each child.

_____ Evaluates the effectiveness of his/her lessons, planned activities, and classroom interactions.

_____ Keeps complete and accurate records of students' progress to facilitate assessment and future planning.

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1 = Student has not developed this competency as yet;
2 = Student has taken initial steps in this direction;
3 = Student shows growth toward this goal, but needs continued improvement;
4 = Student has reached a high level of competency in this area;
5 = Student has reached an exceptional level of competency in this area;
NA = Student may have developed competency, but has not had the opportunity as yet to evidence it.

B. Implementing the Educational Program:

_____ Focuses sufficiently upon the development of students' fundamental skills in the basic content areas of reading, writing, language, social studies, science, and mathematics.

_____ Counsels and uses curriculum to facilitate affective development, personal integration, and positive interpersonal relationships among children.

_____ Facilitates children's development of perceptual and motor coordination.

_____ Goals of teacher's lessons are clear to children.

_____ Relates subject matter to children's life experiences.

_____ Helps children identify connections among the different subject areas in the curriculum.

_____ Uses a variety of motivational devices to stimulate children toward further growth.

_____ Lessons and activities in the classroom encourage explorative and investigative behavior.

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1 = Student has not developed this competency as yet;
2 = Student has taken initial steps in this direction;
3 = Student shows growth toward this goal, but needs continued improvement;
4 = Student has reached a high level of competency in this area;
5 = Student has reached an exceptional level of competency in this area;
NA = Student may have developed competency, but has not had the opportunity as yet to evidence it.

_____ Uses a variety of instructional materials and technical aids in the teaching process.

_____ Evidences knowledge of subject matter in his or her teaching.

C. Classroom Management:

_____ Organizes and manages the activities of large groups of children.

_____ Organizes and manages small groups of children.

_____ Balances the needs of individuals against the needs of the group.

_____ Assures that consistent guidelines for appropriate classroom behavior are established and maintained

_____ Includes children in process of decision-making regarding classroom procedures.

_____ Uses a variety of classroom management techniques in accommodating to needs of individual children.

_____ Encourages self-reliance of children by balancing student autonomy and teacher direction within each activity and throughout the school day.

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1 = Student has not developed this competency as yet;
2 = Student has taken initial steps in this direction;
3 = Student shows growth toward this goal, but needs continued improvement;
4 = Student has reached a high level of competency in this area;
5 = Student has reached an exceptional level of competency in this area;
NA = Student may have developed competency, but has not had the opportunity as yet to evidence it.

_____ Provides the appropriate amount of freedom or control needed by the class as its mood shifts.

_____ Maintains appropriate timing and pacing of activities to facilitate smooth classroom operation.

_____ Maintains a room arrangement and reasonable orderliness so that the physical environment and the classroom is stimulating and conducive to learning.

II. INTERPERSONAL RELATIONSHIPS AND ATTITUDES TOWARD OTHERS

_____ Forms and maintains empathetic and supportive relationships with children.

_____ Relationships with children are mutually respectful and trusting.

_____ Accepts individual differences and needs in children.

_____ Maintains open and honest relationships with supervisory personnel.

_____ Actively participates as a cooperating member of a teaching team.

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1 = Student has not developed this competency as yet;
2 = Student has taken initial steps in this direction;
3 = Student shows growth toward this goal, but needs continued improvement;
4 = Student has reached a high level of competency in this area;
5 = Student has reached an exceptional level of competency in this area;
NA = Student may have developed this competency, but has not had the opportunity to evidence it as yet.

_____ Is aware of the importance of communicating and relating positively with parents of children.

_____ Is understanding and respectful of parent and community expectations for children in school.

III. PERSONAL AND STYLISTIC DEVELOPMENT

_____ Is dependable and reliable in following through on commitments to others in the school setting.

_____ Demonstrates evidence of self-awareness and self-evaluation (i.e., student is aware of his/her strengths and weaknesses as a teacher).

_____ Is open to criticism and suggestions from others.

_____ Demonstrates over all self-assurance and comfort with the role of the teacher-leader in the classroom

_____ Maintains self-control in stress situations.

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_____ Demonstrates professional growth by pursuing new skills that enhance his/her teaching performance.

_____ Is innovative and creative in approach to teaching.

_____ Has identified and learned to use an effective personal teaching style that is consistent with his/her nature.

_____ Demonstrates flexibility in the classroom.

IN THE SPACE BELOW, PLEASE ADD ANY COMMENTS YOU HAVE ABOUT THE STUDENT'S PROGRESS AS A TEACHER THAT WERE NOT INCLUDED IN THE PRECEDING CATEGORIES.

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APPENDIX H

PROGRAM EVALUATION QUESTIONNAIRE (FOR STUDENT)

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APPENDIX H

Student Program Evaluation Questionnaires: At the conclusion of each semester, the students evaluated the following five areas of their program:

The Total Program: their level of preparation at the conclusion of their program; its contribution to their preparation; its most and least satisfying aspects; general comments and suggestions for changing the program;

The Program Seminars: the instructional methods used by the course instructors; the applicability and substance of the courses; the time commitment each of the courses required;

Program Staff: the teaching styles employed by the course instructors; the availability and supportiveness of their advisors; the assistance provided by the program staff;

Practicum Experience: the relative proportion of time spent in four practicum activities; the overall value of the practicum to their preparation; specific aspects of the practicum of greatest and least value;

The cooperating teachers: the student's characterization of their teaching; the extent to which the cooperating teachers were models for the students' development as teachers; the helpfulness of the cooperating teachers in guiding their development; and specific aspects of their work with the cooperating teachers which were of greatest benefit.

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Program _____ Date _____

FIELD-BASED TEACHER EDUCATION PROGRAM EVALUATION

The University of Michigan

The purpose of this questionnaire is to determine the value of various aspects of your teacher training program. The information will be used in planning for future programs and, where applicable, will be considered in determining the direction of the program next term. Please answer each question as accurately as possible. Add your own comments where you find that the categories provided don't adequately express your evaluation of the experience you are having.

1. How well prepared do you feel to teach at the present time?

	1		4		7	
poorly prepared	/	/	/	/	/	very well prepared

2. How much do you feel your Program has contributed to your present level of preparation?

	1		4		7	
very little	/	/	/	/	/	very much

3. How would you evaluate the instructional methods used in your Program seminars (exclusive of campus courses). Check the appropriate category:

	too much		about right		too little	
Class discussion	/	/	/	/	/	/
Lecture	/	/	/	/	/	/
Demonstration	/	/	/	/	/	/
Experience with children	/	/	/	/	/	/
Outside reading assignments	/	/	/	/	/	/
Individual conferences	/	/	/	/	/	/

Please offer any general evaluative comments you have regarding the teaching styles instructors used in directing their courses. (In this section, please restrict your comments to Program seminars only.)

4. Itemize the courses and Program seminars you are taking this term and indicate your estimation of them in the two areas indicated below. In the "Comment" section, please recommend changes in approach, topics covered, teaching styles, etc., you would like to see.

Program Seminars

Applicability in developing your teaching competencies:

Adequacy Of Substantive Content

1) _____
Comments:

1 4 7
Not of value — Valuable

Not sufficient 1 4 7 Sufficient

2) _____
Comments:

1 4 7
Not of value — Valuable

Not sufficient 1 4 7 Sufficient

3) _____
Comments:

1 4 7
Not of value — Valuable

Not sufficient 1 4 7 Sufficient

Campus Course

1) _____
Comments:

1 4 7
Not of value — Valuable

Not sufficient 1 4 7 Sufficient

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5. Approximately how many hours a week do you spend in preparation for your Program courses? Indicate, for each category, if you believe this to be too much, too little, or about right:

	Approx. Hrs/wk. Prep.	Too Much / About right / Too little (1 4 7)
For classroom-related responsibilities	_____	/ / / / / /
For methods courses (Program courses only)	_____	/ / / / / /
For theory courses	_____	/ / / / / /

6. Indicate the approximate percent (%) of time you have spent at each of the following activities in your practicum.

	First several weeks	Mid-term	Last several weeks
Observing children and teaching methods	_____ %	_____ %	_____ %
Tutoring one child at a time	_____ %	_____ %	_____ %
Teaching small groups of children	_____ %	_____ %	_____ %
Other (clerical tasks, playground supervision, etc.)	_____ %	_____ %	_____ %
TOTALS	100 %	100 %	100 %

7. On the whole, how valuable is the practicum to your development of teacher competencies?

Not valuable / / / / / / Very valuable

8. Comment specifically on the aspects of your practical work with children in classrooms which have been of greatest and least value.

9. How do you characterize your cooperating teacher as a teacher of children?

outstanding teacher | very good teacher | good teacher | fair teacher | poor teacher

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10. To what extent is your cooperating teacher a model for you in terms of:

His/her general teaching style/method — Not at all 1 / 2 / 3 / 4 / 5 / 6 / 7 Extensively

His/her relationships with children — Not at all / / / / / / / Extensively

Comments:

11. How helpful is your cooperating teacher in guiding your development as a teacher?

Extremely helpful	Very helpful	Helpful	Fairly helpful	Not very helpful

12. Indicate specific aspects of your cooperating teacher's supervision that you found most and least helpful.

13. Are your Program advisors available when you need them?

Always available	Usually available	Hard to locate	Unavailable

14. How supportive are your Program advisors?

Of your personal development: Unsupportive 1 / 2 / 3 / 4 / 5 / 6 / 7 Very supportive

Of your individual interests and needs? Unsupportive 1 / 2 / 3 / 4 / 5 / 6 / 7 Very supportive

Of your teaching style Unsupportive 1 / 2 / 3 / 4 / 5 / 6 / 7 Very supportive

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15. How useful are the Program staff in providing assistance to you as you develop and execute your teaching responsibilities? (We refer here to assistance such as suggestions of method, materials, processes, mechanisms of classroom organization, discipline, etc.)

Extremely helpful	Very helpful	Helpful	Fairly helpful	Not very helpful

Comments:

16. List <u>three</u> aspects of the program which you find most satisfying:

17. List <u>three</u> aspects of the program you found least satisfying:

18. Please feel free to add any further comments and suggestions regarding changes and improvements in the program you would like to see. For example, are there important areas you think were inadequately explored? Was there too much or too little flexibility? Was time well spent? etc.

THANK YOU FOR TAKING TIME TO COMPLETE THIS QUESTIONNAIRE!

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APPENDIX I

INTERVIEW FORM (FOR COOPERATING TEACHERS)

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APPENDIX I

INTERVIEW FORM (FOR COOPERATING TEACHERS)

Since the students spend the largest proportion of their time with the cooperating teachers in the classroom, and since that is where their training manifests itself, no evaluation of the effectiveness of a program could be complete without the inclusion of the teachers' perceptions. Therefore, two members of the program staff individually interviewed each of the twenty cooperating teachers following the termination of the program. The teachers responded to thirty-two questions grouped around the following four areas:

The Total Program: relative differences between the current program and prior programs in which the teacher had participated; its impact on the school; comparative program strengths and weaknesses;

The Student Teachers: the competence of the students in three domains; the adequacy of the students' communication and interaction with the cooperating teachers; the usefulness of the methods used to evaluate each student's progress;

The Program Staff: the level of communication between the program and the school staff; the availability and helpfulness of the program staff;

The Experimental Procedures of the Field-Based Program: the effects of centering the academic courses in the host school rather than the university, and of having a "front line" professional teach one of the courses; the placement procedures utilized in the assignment of students to classrooms; and preferences as to the duration of time each student should be placed in one setting.

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COOPERATING TEACHER EVALUATION INTERVIEW

Evaluation of "Teaching As Psychological Process"

Introductory remarks:

We consider the teacher in the field a critical component of our training program. Thus, we highly value your comments, ideas and criticisms of our work. In your responses to the following questions we encourage you to respond as candidly as possible. We are particularly interested in capturing your ideas, your criticisms, and your observations about the strengths and weaknesses of the work we have done through the past year.

We thank you for your time!

Teacher's name_____ Grade level____

School _____

Date _____

1. Have you ever worked with student teachers from other programs before?

yes no

1a. Do you see this teacher training program as being different from the usual training program?

yes no somewhat

1b. If so, how?
(Open response)

2a. At the conclusion of the semester did your student teacher demonstrate a thorough knowledge of curriculum and of teaching methodologies?

First semester:	always	frequently	sometimes	rarely	never
Second semester:	always	frequently	sometimes	rarely	never

2b. Was his or her demonstrated knowledge of teaching skills

First sem:	more than	about the same as	or less than
Second sem:	more than	about the same as	or less than

others students with whom you have worked?

3a. Did your student teacher demonstrate an attitude of self-awareness at the conclusion of the semester?

First sem:	always	frequently	sometimes	rarely	never
Second sem:	always	frequently	sometimes	rarely	never

3b. Was this behavior

First sem:	more than	about the same as	or less than
Second sem:	more than	about the same as	or less than

other students with whom you have worked?

4a. During the term, did the student demonstrate self-direction (initiative) in his or her teaching?

First sem:	always	frequently	sometimes	rarely	never
Second sem:	always	frequently	sometimes	rarely	never

4b. Was this behavior

First sem:	more than	about the same as	or less than
Second sem:	more than	about the same as	or less than

other students with whom you have worked?

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Communication: The problem of establishing a relationship between the university and the field staff has always been a difficult one. One of the purposes of this program was to develop a more reciprocal relationship. The following questions focus on the quality of inter-communication.

1. Were there gaps in communication between you and the program staff that we should consider in our planning for next year?

Yes To some extent Not many No
Would you care to comment specifically? (Open response)

2. Do you think it was beneficial to hold the student's education courses at the school rather than at the University?

Yes Somewhat No difference
In what way?

3. Was the university supervisor (Ellen) sufficiently available to you?

Always Most of the time Available enough Not as available as I would have preferred

4. One of our program courses was taught by one of your fellow teachers. What did you believe to be the advantages and/or disadvantages of having the teaching methods course taught by a teacher in your school?

5. Do you feel that this policy ought to be continued?

Yes No Indifferent

6. Was communication between the program staff and the Eberwhite staff facilitated by having a fellow teacher participate in the program?

Yes No Don't Know

(If it did) How was it facilitated?

(If it didn't) Do you have any feelings about why this is so?

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You and your student teacher:

1. Was the level of communication between you and your student teacher

Excellent Good Adequate Inadequate

2. Would you have wanted it to be different in any way? (Please be specific.)

3. As part of the training process, the students completed a series of psychological scales and throughout the year wrote goals for personal and professional growth.

a. Did your student discuss the results of the psychological scales with you?

First sem: Yes No Didn't mention them

Second sem: Yes No Didn't mention them

b. Did the student share his goals with you?

First sem: Yes No Didn't mention them

Second sem: Yes No Didn't mention them

c. Did you feel that either of the above facilitated the student's development?

Yes the scales did Yes the goals did Both Neither

No opinion

4. Did you and your student teacher have sufficient time for:

a. Daily planning: Always Most of the time Rarely Never

b. Weekly planning: Always Most of the time Rarely Never

c. Daily evaluation of student's teaching Always Most of the time Rarely Never

d. Weekly evaluation of student's teaching Always Most of the time Rarely Never

5. If the time was too limited, what was the source of the limitation?

your time constraints	student's lack of time	lack of interest	difficult maintaining such communication

Placing students in classrooms:

1. Were you satisfied with procedures for assigning the students to classrooms at the beginning of each semester?

Yes Somewhat satisfied Dissatisfied

(If not satisfied) Why not?

2. What (if any) specific changes would you suggest in the assignment procedures?

3. What are the pros and cons of assigning a student to your class for a full year?

a single semester?

4a. Our staff interviewed each student quite extensively prior to accepting him or her into the program. Would you like to have been involved with the interview process?

Yes No Other:

b. If so, how?

c. One of the difficulties with an extensive interview prior to accepting students into the program is that they often take a great deal of time. How much time, if any, do you believe you would have to spend on interviewing prospective students?

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COOPERATING TEACHER'S EVALUATION OF PROGRAM # 6

Dear Colleague:

We believe the "front line" professionals are the real trainers of future educators. Consequently, we value your honest appraisal of our training procedures. This questionnaire is provided so that you may anonymously and candidly express your views about our program.

We deeply appreciate your continuing interest and support.

Program #6 Staff

I. Evaluating the progress of student teachers

1. How useful was the competency based evaluation form for focusing upon specific strengths and weaknesses of a student's performance as a teacher?

very useful somewhat useful not very useful other:

2. Are there specific changes that you would want to suggest to make the evaluation of a student's progress throughout the year more meaningful? We will try to incorporate your comments into our planning for next year.

II. Evaluation of the program's University staff

1. How adequate was the communication between yourself and members of the program staff:

with Bill Morse: very adequate adequate inadequate

with Ellen Pechman: very adequate adequate inadequate

with Franci Jacobson: very adequate adequate inadequate

Comments:

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2. The University student teaching supervisor, Ellen Pechman, worked very closely and individually with each student in the program. Did you find her work with your student teacher to be

Extremely helpful | Very helpful | Somewhat helpful | Of neutral value | Unhelpful

Comments:

3. Did you feel that you had sufficient opportunity to discuss your student and his or her progress in teaching with the University supervisor?

Always | Most of the time | Sometimes | Rarely | Never

Comments:

4. a. How useful to you were the two sessions our staff held at the University with you and with your fellow teachers?

Extremely useful | Very Useful | Somewhat useful | Of little use

b. Specifically, what did you consider to be the strengths and weaknesses of those sessions?

Strengths:

Weaknesses:

5. In the future, would you like to see

more | the same number | fewer

such sessions?

How might we change them to facilitate your work with the program students?

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III. Advantages and disadvantages of a field-based teacher training program

1. Indicate what you believe to be some of the strengths of a field-based teacher training program such as this one.

1.

2.

3.

4.

2. Indicate what you believe to be some of its weaknesses.

1.

2.

3.

4.

3. Did you feel that the presence of so many outside people in the school for so intensive a time period had any distinct affects on the atmosphere in the school, either positive or negative?

Please comment specifically.

If there are any final remarks you wish to make about the program, its staff or students, we welcome them.

THANK YOU FOR TAKING TIME TO COMPLETE THIS QUESTIONNAIRE!

APPENDIX J

DATA COLLECTION CHART

APPENDIX J

DATA COLLECTION CHART

	SEMESTER ONE		SEMESTER TWO	
	9/74	12/74	1/75	4/75
PHASE ONE: STUDENT DEVELOPMENT	student initial self-competency rating student measures of factors influencing their development in the 3 dimensions student initial goal-setting			student final self-competency rating teacher final competency rating student evaluation of goals; new goals set
PHASE TWO: PROGRAM EVALUATION		student questionnaires		student questionnaires teacher interviews

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Several types of data were collected during the 1973-74 training sequence. The above chart summarizes the nature, source, and timing of data collection in two phases: the evaluation of students' development, and an evaluation of the program's effectiveness.

APPENDIX K

FEEDBACK MATERIALS FOR AN INDIVIDUAL STUDENT (1973-74)

APPENDIX K

FEEDBACK MATERIALS FOR AN INDIVIDUAL STUDENT (1973-74)

The students' personal development and ability to use the self-as-instrument (Combs, 1974) were among the program's major goals. To facilitate the maximization of this goal, a series of psychological, attitudinal, and teaching-related scales was administered to the students. Individualized summaries and interpretations of the scores were returned to each student for his/her consideration.

During the 1973-74 program, each student received a graphical representation of the percentile values of the scores as compared with a normative population, accompanied by a verbal explanation of the meanings of each score.

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SUMMARY: The following report is a summary of your ratings and responses on the scales. It is therefore a report of how the scales rated you on each of the variables, and is not necessarily consistent with your self-rating. Compare your self-report with this report for the most meaningful interpretations.

Personal/Stylistic Development:

Your teaching anxiety level is higher than that of the average beginning pre-service teacher. You show some concern with your ability to keep a class under control as well as to keep the students' interest. You also indicate uncertainty about deciding how to present information to a class and how to use tests as an indication of your teaching effectiveness. You frequently are less happy teaching than you thought you'd be, but feel that you can be a good teacher.

Your moderate level of self-esteem indicates that you generally tend to like yourself, have confidence in yourself, feel you are a person of value and worth, and act accordingly. In addition, you show a moderate capacity for openness and self-criticism.

In terms of your teaching style, you tend to place a higher priority on the social and emotional development of your pupils than on their cognitive development. For example, you indicate that the instructional process should be organized around the students' interests and needs rather than around the logical sequence of skills within a subject. In addition, you feel that students should actively participate in the planning of lessons.

You have no strong feelings about the integrative nature of learning experiences, although you feel that the areas to be learned should be inter-related. You tend to emphasize teacher direction more than student autonomy. You favor the well established routines within a classroom as well as the setting of standard or consistent expectations for your pupils from day to day. However, you do feel that pupils should be given the opportunity to exercise their own initiative when appropriate. Your response to the emotional disengagement items was neutral. However, you displayed relatively strong favorable views toward the consideration of student viewpoint. You feel that the ability to empathize and establish rapport with your students as well as the ability to create a climate of emotional supportiveness greatly enhances your teaching effectiveness.

Interpersonal Relationships:

You have a moderately positive view about the basic nature of people. You view them as being basically honest, reliable, and trustworthy. You feel that people can generally understand and control their own behavior, although at times they are readily influenced by the majority sentiment. In addition, you feel that people often show concern and sympathy for one another. You view people as being relatively complex, but feel that it is possible to understand them, if one is given enough time to do so.

Your relationships with children are satisfactorally developed; however, you perceive your relationships to be more satisfactory in individual interactions than in group interactions. You feel least competent in your ability to manage group behavior.

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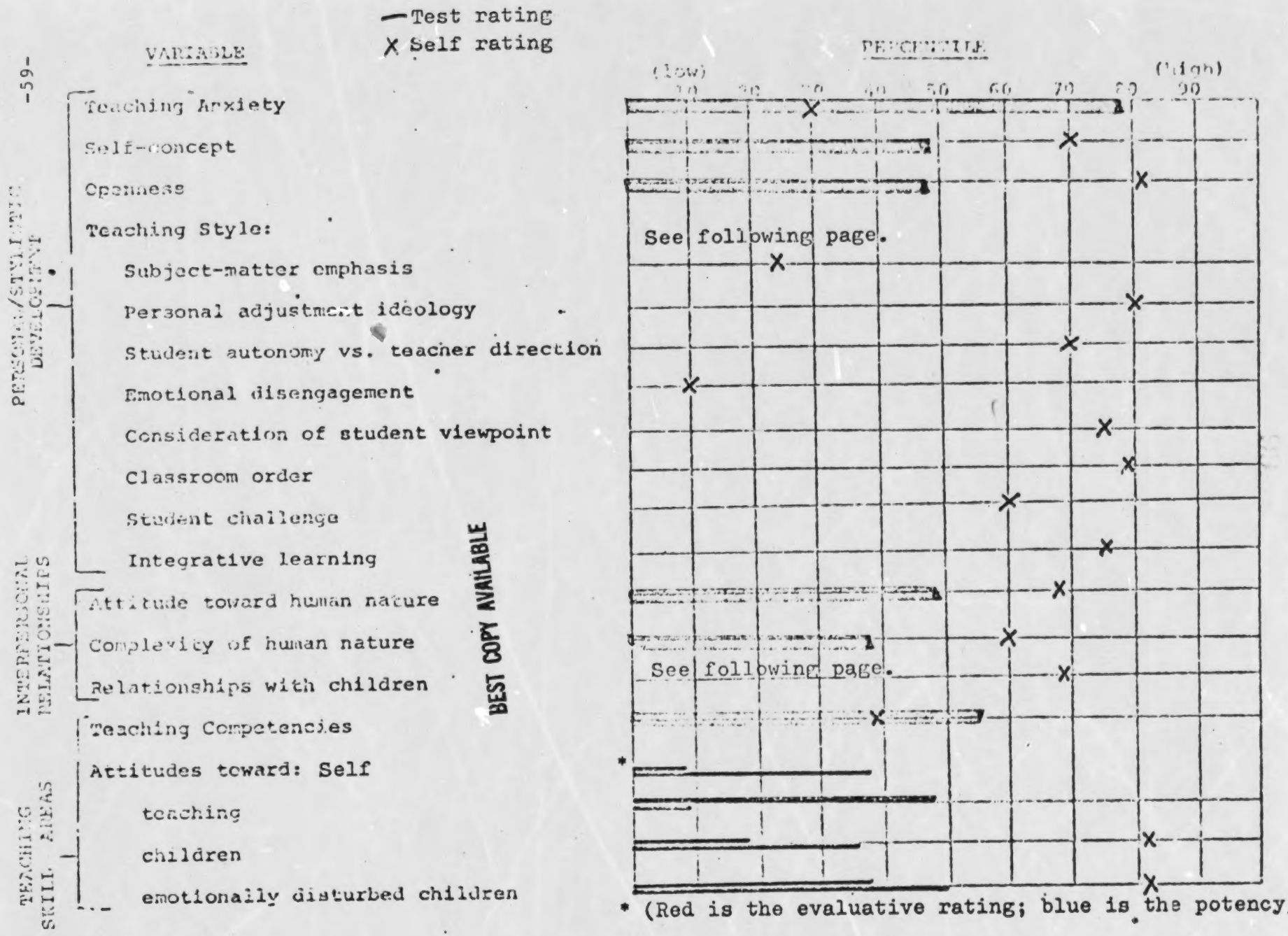
Teaching Skill Area:

The Semantic Differential assessed your attitudes toward teaching, children, emotionally disturbed children, and self. Two separate scores were derived for each of the four stimulus words: the evaluative score, or the basic positiveness of your attitudes toward each of the words, and the potency score, or the power that you attribute to each of the words (refer to the graph on the following page).

Your attitudes toward teaching are moderately positive, but you do not perceive teaching as being a strong profession. Your attitudes toward children are relatively low, although you see them as being moderately strong as individuals. In comparison, your attitudes toward emotionally disturbed children are moderately positive, and you perceive them to be moderately strong individuals. Your attitudes toward yourself are relatively low, in contrast to that reported earlier concerning your self concept rating. However, you perceive yourself as being moderately strong as an individual.

In terms of your teaching competency development, you perceive yourself as making satisfactory progress in the teaching process and related professional competency areas, but rated yourself lower on the pupil growth area. You noted that your ratings varied on the scale, as you rated yourself according to where you presently are on some competencies, but on others, rated according to where you would like to be. In terms of your methodological base, you prefer discovery techniques and the structured classroom, but neither prefer individualized or group instruction over the other. As reported earlier, you place higher priority on a pupil's affective development than on his cognitive development.

In characterizing your teaching style, you note that you like structure, predictability, and discipline. You also want to develop independence, respect, and sensitivity to others in your students. In terms of its effectiveness, you indicate that you seem to place too much of an emphasis on discipline for your own comfort.



* (Red is the evaluative rating; blue is the potency)

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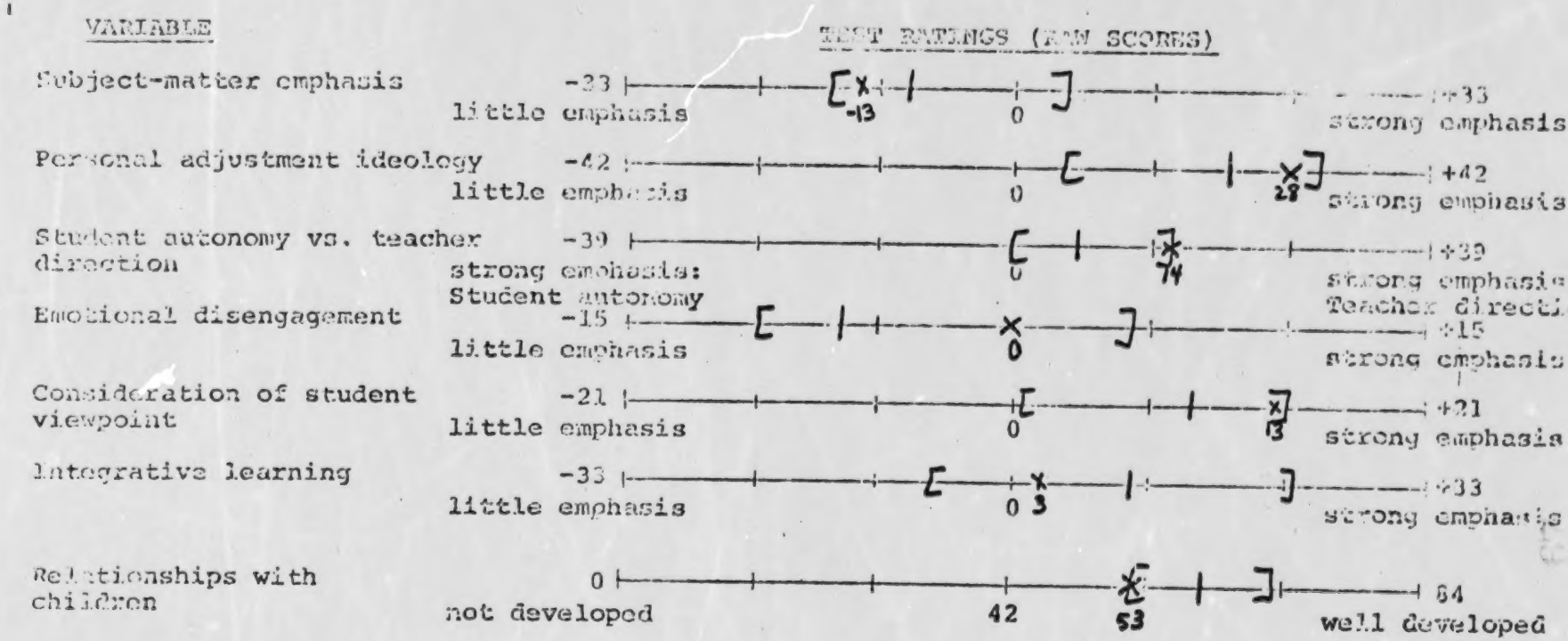

Key:
- possible range of raw scores
- X your raw score
- [ ] group range of scores
- | group median

SUMMARY OF TEACHING COMPETENCIES

Your responses to the Teaching Competency Scale indicate that you perceive some of your competencies to be well developed, and others to be not yet developed at a satisfactory level. These competencies are listed below, and are divided into the three major categories of the scale (teaching process, pupil growth, and related professional competencies).

	Well-developed competencies	Undeveloped competencies
Teaching Process	formulates instructional objectives prepares effective lesson plans prepares appropriate subject matter content reinforces positive behaviors presents information clearly explains activities effectively demonstrates activities effectively	diagnoses pupil needs selects a wide variety of appropriate learning materials motivates pupils to learn analyzes and modifies group behaviors counsels and models effectively makes effective use of evaluative data
Pupil Growth	None.	develops problem solving abilities stimulates creativity develops perceptual skills develops motor manipulations
Related Professional Competencies	establishes effective relationships with community groups participates in professional organizations maintains good relationships with peers establishes good relationships with aides/ paraprofessionals maintains effective relationships with administrators develops relationships with special services personnel creates relationships with related disciplines utilizes technical skills (audio-visual equipment, etc.) assumes responsibility demonstrates promptness, dependability shows care in personal appearance accepts suggestions and criticisms shows evidence of self-awareness and self-evaluation demonstrates flexibility exhibits sensitivity in relating to children communicates effectively (speech, grammar, tone of voice)	None.

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APPENDIX L

FEEDBACK MATERIALS FOR AN INDIVIDUAL STUDENT (1974-75)

APPENDIX L

FEEDBACK MATERIALS FOR AN INDIVIDUAL STUDENT (1974-75)

The feedback process for the psychological scales was revised during the 1974-75 year. Numerical values of the raw scores, possible range of scores, group means and standard deviations, percentiles based on norms, and self-rating values replaced the previous year's graphs so that more sophisticated comparisons and interpretations could be made by the students. In addition, a document containing definitions of each variable, instrument and norming information, as well as possible interpretations of extreme scores were distributed to each student.

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FACTORS INFLUENCING TEACHING PERFORMANCE

FACTORS	YOUR RAW SCORE	RANGE OF POSSIBLE SCORES	YOUR GROUP'S $\bar{X}$	YOUR GROUP'S s.d.	%ile BASED ON STANDARDIZED NORMS	YOURSELF %ILE RATING
Teaching Anxiety		(29)-(145)				75
Self-concept	310	(90)-(450)	357.92	34.18	12	44
Openness	41	(10)- (50)	38.67	5.61	79	75
Attitudes toward self (E)	48	(20)- (70)	55.18	7.22	20	
(P)	42	(20)- (70)	47.33	4.81	42	
Attitudes toward teaching (E)	58	(20)- (70)	55.55	6.15	88	75
(P)	42	(20)- (70)	53.00	7.98	5	
Curriculum Integration	22	(-33)-(33)	18.08	2.78		85
Consideration of Students' Viewpoint	15	(-21)-(21)	14.33	4.33		15
Emphasis on Children's Cognitive Development	-11	(-33)-(33)	-6.83	6.46		43
Emphasis on Children's Affective Development	34	(-42)-(42)	25.67	8.79		85
Student Autonomy (low) versus Teacher Direction (high)	-31	(-39)-(39)				85

AND ATTITUDES TOWARD OTHERS

Attitude toward human nature	3	(-168)-(168)	26.83	37.78	48	50
Trustworthiness	7	(-42)-(42)	7.50	8.98	67	
Altruism	1	(-42)-(42)	2.08	13.39	60	
Independence	-2	(-42)-(42)	6.33	9.54	48	
Strength of Will/Rationality	-3	(-42)-(42)	11.00	12.54	15	
Complexity of human nature	16	(-42)-(42)	9.83	11.62	66	64
Variability of human nature	22	(-42)-(42)	11.75	10.38	73	
Attitudes toward children (E)	50	(20) -(70)	52.25	6.43	34	
(P)	33	(20)- (70)	41.25	5.97	9	85
Attitudes toward emotionally (E) disturbed children	45	(20)- (70)	46.92	9.69	71	
(P)	42	(20)- (70)	42.25	3.93	55	53
Personal Involvement with children	10	(-15)-(15)	7.92	4.54		84

TEACHING SKILLS

Scores on a series of factors related to your teaching skill development will be determined from the Competency Rating Scale, which will be administered at a later date.

PERSONAL AND STYLISTIC DEVELOPMENT

FACTOR AND DEFINITION	INSTRUMENT AND NORMS	INTERPRETATION OF SCORES
Teaching Anxiety: the level of your anxiety specific to teaching.	Teaching Anxiety Scale. norm group: 30 undergraduate University of Texas student teachers in elementary education. $\bar{x}$ = 65.43, sd = 14.63	A high score indicates a feeling of anxiety in your role as teacher. A lower score indicates less anxiety, more satisfaction with teaching, more comfort in the role of a teache and in your relationships with children, and more confidenc regarding your teaching competence.
Self-Concept: the positiveness of your self-perceptions in terms of your identity, self-satisfaction, and personal/social behavior.	Tennessee Self-Concept Scale. norm group: 626 males and females, ages 12 to 68, from a representative sample of the country's geographic areas. $\bar{x}$ = 345.57, sd = 30.70	Persons with high self-concept scores tend to like themsel have confidence in their abilities and actions, and feel t they have value and worth. People with low scores, on the o hand, have reservations about their abilities and actions, and have limited feelings of worth.
Openness: your openness and capacity for self-criticism.	Tennessee Self-Concept Scale. norm group: 626 males and females, ages 12 to 68, from a representative sample of the country's geographic areas. $\bar{x}$= 35.54, sd = 6.70	A moderately high rating shows a capacity and openness for criticism, whereas a low rating is indicative of a tendenc away from openness, and the ability to accept criticism.
Attitudes toward self: the positiveness (evaluative rating) and strength (potency rating) of your self-perceptions.	Semantic Differential (using "I am" as stimulus words). norm group: 16 undergraduate student teachers at the University of Michigan in special education OR 12 undergraduate student teachers at the University of Michigan in Program 6, regular elementary education.	The Semantic Differential is a more projective type instru than the others you completed: it is designed to measure t psychological meaning of your "concept of self" in this ca beyond your normal level of defense. The evaluative ratin refers primarily to the favorableness or 'goodness-badness' your perceptions of your "self" while the potency rating r to the strength or power you attribute to your "self." A rating on both dimensions, for example, shows a favorable strong conception of the self; a high rating on the evalu dimension and low on the potency indicates a favorable bu attitude toward the "self;" and so on.
Evaluative:	$\bar{x}$ = 49.6, sd = 5.1 (special ed)	
	$\bar{x}$ = 51.7, sd = 4.4 (regular ed)	
Potency:	$\bar{x}$ = 45.5, sd = 4.2 (special ed)	
	$\bar{x}$ = 43.2, sd = 5.7 (regular ed)	

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FACTORS AND DEFINITION	INSTRUMENT AND NORMS	INTERPRETATION OF SCORES
Attitudes toward teaching: the positiveness (evaluative rating) and strength (potency rating) of your attitudes toward teaching.	Semantic Differential (using "Teaching is" as the stimulus words). norm group: 16 undergraduate student teachers at the University of Michigan in special education OR 12 undergraduate student teachers at the University of Michigan in Program 6, regular elementary education. Evaluative: $\bar{x}$ = 49.3, sd = 7.1 (special ed) $\bar{x}$ = 49.6, sd = 7.3 (regular ed) Potency: $\bar{x}$ = 49.3, sd = 4.6 (special ed) $\bar{x}$ = 51.4, sd = 5.7 (regular ed)	The evaluative rating refers to the positiveness of your attitudes toward teaching, and potency refers to the strength you attribute to teaching. A low evaluative rating combined with a high potency rating, for example, would indicate an unfavorable attitude towards teaching, but would also indicate that teaching was a powerful profession.
Curriculum Integration: the extent to which you attempt to integrate the students' classroom learning with meaningful life experiences; the extension of learning beyond the confines of the classroom.	Teaching Style Questionnaire. norm group: 34 undergraduate student teachers at the University of Michigan in regular or special education. $\bar{x}$ = 15.5, sd = 7.0	Persons scoring high and positively on this factor believe that the content of a lesson should be interrelated to other areas of knowledge and integrated with broader life problems and experiences of the students as well as with the overall goals of education. Those with low scores place relatively less emphasis on such curriculum integration.
Consideration of Students' Viewpoint: the importance of empathy as an instructional strategy; the importance of the teacher's ability to take the child's perspective and give warmth and support when needed.	Teaching Style Questionnaire. norm group: 34 undergraduate student teachers at the University of Michigan in regular or special education. $\bar{x}$ = 12.4, sd = 5.4	A high positive rating indicates that a teacher cannot be successful unless he/she is able to be empathetic, generating a warm and emotionally supportive environment especially for pupils who are disruptive and difficult to understand. A negative score places less importance on the teacher's rapport and ability to take the child's perspective.

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FACTOR AND DEFINITION	INSTRUMENT AND NORMS	INTERPRETATION OF SCORES
Emphasis on Children's Cognitive Development: the importance of facts, information, skills, principles, and disciplines of thought; emphasis on course content and cognitive aspects of learning.	Teaching Style Questionnaire. norm group: 34 undergraduate student teachers at the University of Michigan in regular or special education. $\bar{x}$ = -7.3, sd = 8.2	Individuals who score high on this factor place a heavy emphasis on the cognitive functions of schools, where they conceive of learning as a mastery of subject matter and skills. Lower scores indicate less of an emphasis on course content and structures of the fields of knowledge.
Emphasis on Children's Affective Development: the emphasis on a pupil's social and emotional development; the organization of the instructional process around student interests and needs.	Teaching Style Questionnaire. norm group: 34 undergraduate student teachers at the University of Michigan in regular or special education. $\bar{x}$ = 25.0, sd = 9.5	Persons scoring high in the positive direction on this factor place a strong emphasis on the social and emotional security and development of their pupils, viewing it as on the most important functions of the school. In addition, they stress the importance of organizing school activities around the individual interests and needs of their pupils and encourage pupil participation in planning the curricul Negative scores indicate less emphasis on the social and emotional dimension of a pupil's development.
Student Autonomy versus Teacher Direction: the extent to which your pupils will be free from teacher direction in exercising control over the classroom learning process; how much the pupils will be directing their own learning.	Teaching Style Questionnaire. norm group: 34 undergraduate student teachers at the University of Michigan in regular or special education. $\bar{x}$ = , sd =	In the belief that children need consistent and firm super and discipline, persons scoring high on this factor feel t teachers need to follow well-established routines and demonstrate their control over the classroom learning situ At the other extreme, persons with low scores feel that ch should be allowed freedom in the classroom not only to dir their own learning. but also to gain personal responsibili for their own actions.

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INTERPERSONAL RELATIONSHIPS AND ATTITUDES TOWARD OTHERS

FACTOR AND DEFINITION	INSTRUMENT AND NORMS	INTERPRETATION OF SCORES
Attitude toward human nature: your perception of the interpersonal aspects of human nature; whether people are trustworthy, altruistic, independent from one another, and able to understand and control their own behavior and destiny; the favorableness of your expectations for their behavior.	Philosophy of Human Nature. norm group: 1072 undergraduates at 12 representative colleges and universities. $\bar{x}$ = 4.98, sd = 37.16	High scores on the overall attitude toward human nature demonstrate a favorable belief that people will act in a trustworthy manner, will aid others when help is requested, will be able to maintain independence from the less positive influences in the environment, and will exert control over the environment to influence their own destiny in a positive way. At the negative extreme, the belief is that people cannot be trusted, and that people will not act for the benefit of others.
Trustworthiness: the favorableness of your perception of people as being moral, honest, and reliable.	Philosophy of Human Nature. norm group: 1072 undergraduates at 12 representative colleges and universities. $\bar{x}$ = 1.35, sd = 12.99	Individuals who obtain a high score on trustworthiness evince belief in the honesty, perseverance, decency, ethicalness, and truthfulness of others. Low scores on this factor are interpretable as a basic cynicism about the motives and actions of others.
Altruism: your perception of others' unselfishness, sincere sympathy for one another, and concern for others.	Philosophy of Human Nature. norm group: 1072 undergraduates at 12 representative colleges and universities. $\bar{x}$ = -2.38, sd = 12.80	High scores on the altruism dimension are interpretable as a belief in the willingness of individuals to provide assistance and nurturance to others even if this requires a sublimation of their own desires. Conversely, a low score on this dimension is indicative of the belief that individuals act in their own self interest.
Independence: the ability of people to maintain their convictions under pressure to conform.	Philosophy of Human Nature. norm group: 1072 undergraduates at 12 representative colleges and universities. $\bar{x}$ = -1.41, sd = 11.48	Positive scores on independence serve as indicators of the belief that individuals act in manners consistent with their convictions, regardless of external pressures. Negative scores indicate the belief that individual action is to a large extent determined by the beliefs of others.

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FACTOR AND DEFINITION	INSTRUMENT AND NORMS	INTERPRETATION OF SCORES
Strength of Will and Rationality: the ability of people to understand and control their own behavior.	Philosophy of Human Nature. norm group: 1072 undergraduates at 12 representative colleges and universities. $\bar{x}$ = 7.40, sd = 10.20	High scores on the strength of will dimension are indicative of the belief that individuals, through the exercise of logic and effort, are capable of having an effect upon their milieu. Low scores on this area indicate belief in external determinants of action and the futility of effort in effecting change.
Complexity of human nature: the extent to which you view people as being hard to understand and as being complex.	Philosophy of Human Nature. norm group: 1072 undergraduates at 12 representative colleges and universities. $\bar{x}$ = 11.41, sd = 11.30	Individuals who obtain high scores on the complexity of human nature factor evince the belief in the multifaceted, never fully explicable, nature of others. Low scores on this dimension are indicative of the belief that a relatively small set of factors are sufficient to explain the actions and attitudes of others.
Variability of human nature: your perception of individual differences among people and the changeability in human nature over time and from situation to situation.	Philosophy of Human Nature. norm group: 1072 undergraduates at 12 representative colleges and universities. $\bar{x}$ = 15.83, sd = 10.14	Positive scores on the variability factor are interpretable belief in the heterogeneity of individual action and reaction. Implicit within this is the belief that a given individual will evidence a wide variety of behavior and att Negative scores are indicative of the belief that people, within themselves and in interactions with others, act consistently from one situation to another and over time.
Attitudes toward children: the positiveness and the strength of your attitudes toward children.	Semantic Differential (using "Children are" as stimulus words). norm group: 16 undergraduate student teachers at the University of Michigan in special education OR 12 undergraduate student teachers at the University of Michigan in Program 6, regular elementary education. Evaluative: $\bar{x}$ = 47.4, sd = 3.9 (special ed) $\bar{x}$ = 52.4, sd = 5.9 (regular ed) Potency: $\bar{x}$ = 43.4, sd = 3.9 (special ed) $\bar{x}$ = 42.1, sd = 6.9 (regular ed)	High evaluative ratings reflect a positive attitude toward children in general. High potency ratings also indicate that children are perceived to be strong and powerful as individuals.

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FACTOR AND DEFINITION	INSTRUMENT AND NORMS	INTERPRETATION OF SCORES
Attitudes toward emotionally disturbed children: the positiveness and strength of your attitudes toward children.	Semantic Differential (using "Emotionally disturbed children are" as stimulus words). norm group: 16 undergraduate student teachers at the University of Michigan in special education OR 12 undergraduate student teachers at the University of Michigan in Program 6, regular elementary education. Evaluative: $\bar{x}$ = 42.7, sd = 4.4 (special ed) $\bar{x}$ = 41.7, sd = 5.9 (regular ed) Potency: $\bar{x}$ = 43.9, sd = 3.8 (special ed) $\bar{x}$ = 41.2, sd = 6.8 (regular ed)	A high evaluative rating reflects positive attitudes towards emotionally disturbed children. High potency ratings indicate that emotionally disturbed children are perceived to be strong and powerful individuals.
Personal Involvement with children: the closeness of your contacts with your pupils.	Teaching Style Questionnaire. norm group: 34 undergraduate student teachers at the University of Michigan in regular or special education. $\bar{x}$ = 7.2, sd = 4.9	High positive scores reflect a belief that effective teachers become intensively involved with the personal lives of their pupils, while low scores indicate a belief that teachers need to maintain their professional distance and aloofness.

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APPENDIX M

GOAL-SETTING MATERIALS AND EXAMPLES OF GOALS

APPENDIX M

GOAL-SETTING MATERIALS AND EXAMPLES OF GOALS

In order to truly individualize and personalize the program, the students were asked to generate a series of goals for their optimal development as teachers. These goals were classified according to the three factor model of teaching, and processes by which the student hoped to attain their goals were also described. The following pages include a copy of the goal-setting form, examples of goals that various individuals initiated, as well as the evaluation form the students use to estimate their progress periodically during their training.

THE DEVELOPMENT OF GOALS

If teacher education is really to be individualized and your ideas respected, an effort must be made to move from where you are now to where you want to be. Thus, the next step in this process is to identify a set of personal and professional goals to guide your development as a teacher.

Several times over the course of the year, you will be asked to establish a set of personal objectives. Some may be specific and short term; others may be of a more general nature, and refer to longer range goals. During training, your goals likely will change in priority, content, or direction. Periodically, you will review, evaluate, and revise them; if you wish, you may work in consultation with one of the staff.

In the following pages, please briefly itemize the goals you plan to focus upon during the remainder of the term. It will be helpful if you categorize your goals into each of the three areas we have discussed as central to teaching:

I. Personal and stylistic development;

II. Interpersonal relationships and attitudes toward others;

III. Teaching skills.

As much as possible, list the goals in order of the highest to lowest priority, and indicate the processes you expect to use to accomplish each of them.

I. Personal and Stylistic Development

Personal and stylistic development refers to the idiosyncratic uses of the self which evolve into your teaching style. Below, indicate the goals influencing your personal and professional development which you intend to pursue during the coming term. Specify the processes you anticipate using to attain each objective.

GOAL	PROCESSES I PLAN TO USE

II. Interpersonal Relationships and Attitudes Toward Others

Interpersonal relationships and attitudes toward others refers to your ability to establish and maintain relationships with children, colleagues, and peers, and to your attitudes towards the people with whom you work. Indicate below the goals you plan to pursue during the term that will influence your interpersonal relationships and attitudes toward others. Specify the processes you anticipate using to attain these goals.

GOAL	PROCESSES I PLAN TO USE

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III. Teaching Skills

The teaching skills area refers to your developing competence as a teacher. Specifically, the fundamental skills of working with youngsters in a learning setting is of concern here. Indicate, below, the goals you will be pursuing in this area during the term and specify the processes you anticipate using to attain these goals.

GOAL	PROCESSES I PLAN TO USE

EVALUATION OF GOALS

CODE _____

DATE _____

The central aspect of your program this semester is the setting of your personal and professional goals. This goal-setting process encourages you to participate in the planning of your own learning experiences and consequently to focus on experiences unique to your own needs.

It is time to consider progress in meeting the goals set at the start of the term. Some goals may have already been attained; others may be in need of revision. Still others may have been long term, and therefore the assessment is related to steps achieved toward the long term goal. Some may have proved to be low priority.

Please fill out the following form carefully and thoughtfully, including each goal (from your original goal statements which are attached) in your responses.

A. In the spaces provided below, list the original goals, the processes you have been using to achieve these goals, and the progress you have been making (no progress, some progress, satisfactor progress). If no progress is being made, indicate the reasons you are unable to work on the goal (insufficient time, unrealistic goal, no opportunity within the setting you're in, non-specificness of the goal, didn't know what you could do to attain it, etc.).

GOALS AS PROPOSED	PROCESS	PROGRESS (and reasons for no progress)
1.		
2.		
3.		
4.		
5.		
6.		
7.		

8.

9.

10.

(Continue on the reverse side of this paper if more room is needed.)

B. What could be done to assist your accomplishing your goals?

C. Since your priorities may have changed over time and new goals may have emerged, list any new or different goals you now have, and the processes by which you hope to accomplish them.

NEW GOALS	PROCESS I HOPE TO USE
1.	
2.	
3.	
4.	
5.	
6.	

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	GOALS	PROCESS I HOPE TO USE
SKILLS	1. To learn how to use discipline effectively, to learn how much exterior control is necessary (long-range, both semesters).	1. I need to do this through reading and discussion and through work with a small group (a reading group) and the whole class (during presentation of my two-week unit).
	2. To learn how to organize, direct, and control a small group (end of this semester).	2. I will do this through work with a small reading group.
	3. To learn how to stimulate creativity in children (end of this semester).	3. I will do this through encouraging my class to write poetry. We will write a poem about once a week.
	4. To develop technical skills: use of audio-visual equipment, etc. (both semesters).	4. I will do this through the laboratory session on this equipment, as w as making a point to use a tape recorder, movie projector, and overhead projector in my class.
	5. To learn how to prepare effective lesson plans (end of this semester).	5. I will do this through preparation and presentation of my two-week unit.
INTER-PERSONAL RELATIONS	6. To learn how to express my point of view without offending other people or their views (both semesters).	6. I will try to do this in my conversations with Mrs. Reed, being careful how I express things, and yet not being afraid to say what I really think.
	7. To learn to accept individual differences among children (both semesters).	7. I will do this in the classroom by making an extra effort to talk to and get to know those children whom I like the least.
PERSONAL DEVELOP-MENT	8. To become more observant of children's behavior and reactions to situations, when their interest is caught, when it is not, etc. (both semesters).	8. I will work with June Jansen, developing a close relationship with one or two children. I will also try to note individual reactions in the classroom and on the playground. Next semester I will keep a record of my observations of one or two childre
	9. To become more sensitive to children, to their feelings and emotions. To learn what a child is. (both semesters)	9. I need to do this through reading especially in the psychology of children with an emphasis on how children learn and how they develop (emotionalwise, too). I'll also do this through my individual interactions with children in the classroom.

103, Cont'd.

GOALS	PROCESS I HOPE TO USE
10. To learn how much structure and how much freedom children need. To learn how to develop a class that meets the needs of individual children.	10. Through reading, visiting, or student teaching in an open situation, observing and comparing how children respond to structure and freedom.

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GOALS	PROCESS I HOPE TO USE
1. I want to be more optimistic about my feelings of wanting to teach.	1. Reinforcement from other people but mostly knowing my feelings and doing something with them.
2. I want to be better informed about learning materials and how to apply them to learning. I feel this would be a main factor for me so that I will have interesting ideas for the kids to get into and to want to learn about.	2. Probably do more research and discovering and probing into as many areas as possible. I want to be a stimulant to their learning.
3. I don't want to be too gullible.	3. I think at times I can be too nice and more of a good buddy rather than an instructor. I want to know how to check myself and know when my leg is being pulled or not.
4. I hope I can easily open up myself to all ages of children and not just certain levels.	4. I tend to shy away from the older kids and stick with the smaller ones. By having experiences with the older kids I hope to find similar feelings with them as I do with the younger ones.
5. I want to be a friend as well as an instructor or "teacher."	5. Sometimes a teacher can be too much of a best friend and not inform the ki of their limits. Respect is lost or never learned and many feelings can be hurt. I hope by knowing my personal feelings and respects I will be able t instill in the kids. This will obviously be through experience.
6. I hope to learn how to reason out children's wants and doings on a mature level as well as on the child's level.	6. Too often decisions are made withou reasoning out the child's feelings. I want to hear as much of the other side as possible and be as fair and honest I can.
7. Overall I hope to have more faith in myself as to doing a good job in what ever I do and to enjoy it. For sure I want to feel competent. To care about my job and the people I'll be working with.	7. Desire, experience, learning from m successes as well as my failures, excitement, contentment, being interested enough to want to search out my ideas. Seek out people and learn from their experiences. To be honest with whom I work with.

APPENDIX N

MEAN COMPARISON OF INITIAL AND FINAL STUDENT SELF-COMPETENCY RATINGS

APPENDIX N

MEAN COMPARISON OF INITIAL AND FINAL STUDENT SELF-COMPETENCY RATINGS

The scale was administered to the students during the first month of the program to obtain initial self-ratings of their competencies, and again at the conclusion of the program for final self-ratings. In addition, each cooperating teacher completed a final evaluation of the student's level of competence. Responses on the instrument range from 1 (undeveloped competency) to 7 (well-developed competency). A mean score was calculated for each individual on the six sub-areas as well as a combined score for a total competency rating. A copy of the instrument is included in Appendix F.

Self-ratings: As shown in Table 1, the students felt more competent at the conclusion of their training than prior to their program experiences. Student t tests between the initial and final ratings showed the differences to reach at least the $p < .001$ level of significance in each of the four areas.

TABLE 1

MEAN COMPARISON OF INITIAL AND FINAL STUDENT SELF-COMPETENCY RATINGS

Area of Competence	Initial rating $\bar{x}$	Final rating $\bar{x}$	t	df	significance
Personal development	5.22	6.27	-4.36	49	.0001*
Professional relationships	4.52	5.64	-3.40	49	.0013*
Teaching process	3.77	5.72	-7.19	49	.0000*
Facilitating pupil growth	3.95	5.68	-6.12	49	.0000*
Total competency rating	4.41	5.87	-6.13	49	.0000*

The final ratings in the two areas on relationships with children were also high: $\bar{x}$ relationships with individual children= 6.19; $\bar{x}$ relationships with groups of children = 5.72. Since these two sections were not included in the initial ratings, no gains analysis could be computed. However, an examination of the means shows the students felt highly competent in both relating to children individually and in groups, although they felt somewhat more competent relating to children on a one-to-one basis.

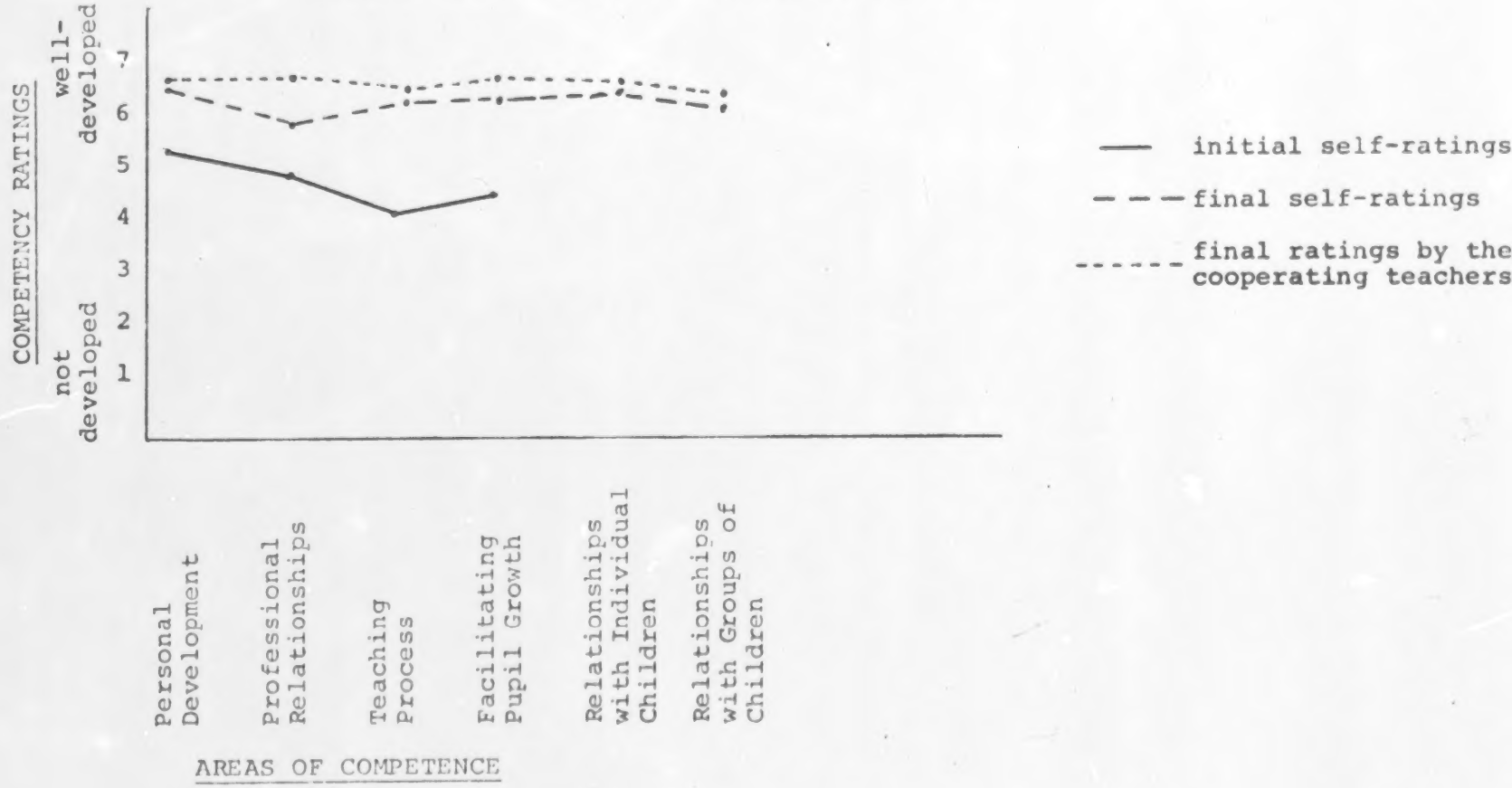
Two of the primary aims of the program are to facilitate the personal development of prospective teachers conceived by Comb's as the self-as-instrument concept, and to maximize their utilization of effective teaching techniques and skills. The results from the competency ratings illustrate the program's effectiveness in attaining these objectives: students felt they had gained significantly in both areas and rated them as well-developed competencies following their training experiences.

APPENDIX O

COMPARISON OF INITIAL SELF-RATINGS, FINAL SELF-RATINGS, AND FINAL RATINGS BY THE COOPERATING TEACHER ON THE COMPETENCY SCALE

APPENDIX O

COMPARISON OF INITIAL SELF-RATINGS, FINAL SELF-RATINGS, AND FINAL RATINGS BY THE COOPERATING TEACHERS ON THE COMPETENCY SCALE



This graph represents the students' mean initial self-competency ratings, their final self-ratings, and the ratings of the cooperating teachers in each of the six sub-areas measured by the Competency Rating Scale (Appendix F.). Note that by the end of their training, the students rated all six areas as being in the range of well-developed competencies. The cooperating teachers' ratings were higher in each of the six ratings than were the students'.

APPENDIX P

FREQUENCY OF THREE TYPES OF GOALS WRITTEN BY STUDENTS

APPENDIX P

Students generated 71 goals during the beginning weeks of their training year. These goals were classified according to the three factor model of teaching behavior: (1) personal competency and individual style; (2) interpersonal relationship skills; and (3) teaching competency. As illustrated in the table below, students wrote 40% of their goals in the teaching competency area, while 60% were in personal and stylistic development and interpersonal skills. The program was therefore successful in facilitating the students' awareness and emphasis upon their own development in the three areas which were the primary focus of training.

FREQUENCY OF THREE TYPES OF GOALS WRITTEN BY STUDENTS

Type of Goal	Frequency	Percentage
Personal Competency and Individual Style	23	32.4
Interpersonal Relationship Skills	19	26.8
Teaching Competency	29	40.8

APPENDIX Q

SELF-EVALUATION OF PROGRESS IN ATTAINING GOALS

APPENDIX Q

Students evaluate their own progress in attaining goals which are set during the first few weeks of training. They rate each goal as attaining satisfactory progress (1), some progress (2), and little or no progress (3). The following table illustrates the percentage of goals receiving the three ratings. Again, the goals were classified according to the three factor model of teaching behavior.

Approximately three-fourths of the goals were considered to have evidenced either some or satisfactory progress. It is interesting to note that the distribution of these ratings is approximately the same across all three types of goals; 69% of the personal and individual style competencies, 79% of the interpersonal relationship skills, and 72% of the teaching competency area were considered to have some or satisfactory progress.

SELF-EVALUATION OF PROGRESS IN ATTAINING GOALS

Type of Goal	Satisfactory Progress	Some Progress	Little or No Progress
Personal Competency and Individual Style	21.74	47.83	30.43
Interpersonal Relationship Skills	15.79	63.16	21.05
Teaching Competency	17.24	55.17	27.59

APPENDIX R

STUDENT AND TEACHER RESPONSES TO AN OPEN-ENDED EVALUATION FORM CONCERNING THE STRENGTHS AND GREATEST NEEDS OF THE STUDENT TEACHER

APPENDIX R

STUDENT AND TEACHER RESPONSES TO AN OPEN-ENDED EVALUATION FORM CONCERNING THE STRENGTHS AND GREATEST NEEDS OF THE STUDENT TEACHERS

The teachers indicated by completing an open-ended set of questions the four greatest strengths of their students as a teachers as well as the student's four greatest needs for development. The students also completed a self-evaluation in the same manner. While the original intent of the instrument was for evaluative purposes of the individual student teachers, the resulting responses, as a group, were essentially reflections of the qualities and competencies they considered important for the development of a "good" teacher. They cited characteristics such as creativity, self-awareness, warmth and closeness of relationships with children, ability to motivate children, etc. In order to better comprehend the nature of these often lengthy responses,the major characteristics within each extracted and a frequency count was taken of the number of times it was mentioned by both teachers and students. What remained was both a listing of strengths and needs of the students in the program as well as a series of characteristics and competencies deemed essential for a teacher's effectiveness. This list was further classified around the three factors (personal and stylistic development, interpersonal relationships and attitudes toward others, and teaching skills).

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STUDENT AND TEACHER RESPONSES TO AN OPEN-ENDED EVALUATION FORM CONCERNING THE STRENGTHS AND GREATEST NEEDS OF THE STUDENT TEACHER

	Strengths	Frequency	Greatest Needs	Frequency
INTERPERSONAL RELATIONSHIPS AND ATTITUDES TOWARD OTHERS	creativity, resourcefulness, and imagination in teaching	8	concept of self in role as a teacher	3
	enthusiasm	6	flexibility	1
	self-awareness	3	self-concept	1
	flexibility	2	creativity	1
	optimism, pleasantness	2	patience	1
	reliability, conscientiousness	2	acceptance of criticism	1
	acceptance of criticism	1	ease of discouragement	1
	self-confidence	1		
	initiative	1		
	patience	1		
PERSONAL AND STYLISTIC DEVELOPMENT	warmth and closeness of relationships with children	10	awareness of individual differences and needs	3
	genuine interest and respect for children	7	evaluation of mood of class	1
	awareness of individual differences and needs	6	involvement with children	1
	sensitivity	4	gaining respect from children	1
	involvement with children	3		
	supportiveness, encouragement	1		
	establishment of trusting relationships with children	1		
TEACHING SKILLS	motivation of children	6	classroom management	19
	use of appropriate and variety of teaching materials	4	presentation of lesson plans, timing, etc.	9
	exploration of innovative teaching trends and ideas	2	structure and organization of ideas	5
	creation of stimulating and comfortable environment	2	preparation of lesson plans	5
	facilitation of pupil growth (creativity, self-concept, etc.)	2	knowledge of subject matter content	3
	preparation of lesson plans	1	evaluation of lesson's effectiveness, student performance	2
	presentation of lesson plans, timing, etc.	1	reporting to parents	1
	capacity to serve as a model for children	1	creation of stimulating and comfortable environment	1
	evaluation of lesson's effectiveness, and student performance	1	motivation of children	1
	knowledge of child development	1	facilitation of pupil growth	1

APPENDIX S

DIFFERENTIATING CHARACTERISTICS OF TEACHING AS A PSYCHOLOGICAL PROCESS

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APPENDIX S

DIFFERENTIATING CHARACTERISTICS OF TEACHING AS A PSYCHOLOGICAL PROCESS

In contrasting the current program with others considered to be representative of usual training processes, 95% of the teachers were of the opinion that the program is fundamentally different. Aspects cited as the major differentiating characteristics and strengths of the program are summarized in Table II. Three primary differences were highlighted by the teachers. First, as a group, the teachers emphasized that the close contact of the University staff with both themselves and the students provided guidance and support not typically found in other programs. Secondly, the unusually close relationships which formed between the students provided mutual support and feedback for the students. Their strong relationships were attributed by the teachers in Program 6 to the single school concept--a programmatic design whereby student interaction is intensified by their immersion in the same physical plant and daily experiences with similar emotional concerns. Thirdly, the integration of the seminars with practical classroom experiences was seen as highly beneficial and as being very different from the usual practice.

TABLE 11

DIFFERENTIATING CHARACTERISTICS OF PROGRAM

Distinguishing Area	Frequency	% of Total Response
Length of time and increased student involvement	8	32
Cohesive student relationships	5	25
Close supervision and guidance by program staff	4	16
Integration of seminars with classroom experiences	2	8
Miscellaneous (interest in children's feelings, good relationships with teachers, team approach encouraged, individualization, flexibility)	6	24

APPENDIX T

STUDENT PERCEPTION OF THE MOST SATISFYING ASPECTS OF TEACHING AS A PSYCHOLOGICAL PROCESS

APPENDIX T

STUDENT PERCEPTION OF THE MOST SATISFYING ASPECTS OF TEACHING AS A PSYCHOLOGICAL PROCESS

There were several aspects of the program that the students felt were most valuable. For instance, students found the intense and warm relationships between the student group and the close and supportive relationships with the program staff to be most satisfying. In addition, they frequently mentioned the high level of integration and relevance of the seminars to their classroom experiences, and emphasized their extensive involvements with children. They also liked the freedom to explore and exposure by the staff to new ideas, and the encouragement by the staff to try out innovative teaching activities in their own classrooms. The individualized nature of the program gave them much help and attention they felt was necessary for their maximal development as teachers.

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TABLE 17

MOST SATISFYING ASPECTS OF PROGRAM ACCORDING TO THE PERCEPTIONS OF THE STUDENTS

	Area of Satisfaction	Frequency
INTERPERSONAL RELATIONSHIPS	relationships with the group: support by all members, group interactions, close contact and relationships which formed, talking about problems and joys, the smallness and frequent contact along with the diversity of the group;	18
	relationships with the staff: supportiveness, concern, close contact, dedication and helpfulness, warm and personal relationships, optimism on education and people, sharing of their background;	18
	relationships with supervising teachers: hearing problems of teachers	3
PROGRAMMATIC DESIGN	seminars: content, talks about children and personal crises as teachers, relevancy of seminars and coordination with classroom experiences;	8
	experiences with children: "endless" experiences working with children, close contact with children, large amount of time in classrooms, immersion with kids;	7
	freedom to explore ideas and exposure to new ideas: openness of staff to new ideas, freedom to express, explore, and develop opinions, encouragement of differences of opinion;	5
	emphasis on individuals: the individual help and attention received;	6
	the setting of the program: supervision system, milieu treatment setting, exposure to related fields;	0
	goal-setting procedures;	0
	miscellaneous aspects of the program: field-based nature with humanistic and psychoeducational emphasis; standards and values of the program; materials and information made available along with a variety of resources;	5

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APPENDIX U

SUMMARIES OF STUDENTS' PROGRAM EVALUATION QUESTIONNAIRES AFTER THEIR FIRST AND SECOND SEMESTER

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FIELD-BASED TEACHER EDUCATION PROGRAM EVALUATION
The University of Michigan

FALL, 1973

1. How well prepared do you feel to teach at the present time? (1=poorly prepared, 7=very well prepared)

Response:	1	2	3	4	5	6	7
Frequency:	-	-	-	7	4	1	-

mean= 4.79

Additional comments: "You are always improving, though."

---

2. How much do you feel your Program has contributed to your present level of preparation? (1=very little, 7=very much)

Response:	1	2	3	4	5	6	7
Frequency:	-	-	-	-	1	9	2

mean= 6.33

Additional comments: "(I) would have never seen many ways and methods to teach (math and the bases as a real way)."
"If it hadn't been for the program, I wouldn't be where I am now."

3(a). How would you evaluate the instructional methods used in your Program seminars (exclusive of campus courses). Check the appropriate category (1=too much, 4=about right, 7=too little).

Response:	1	2	3	4	5	6	7	
Frequency:								
class discussion	1	1	1	9	-	-	-	mean= 3.58
lecture	-	1	2	7	2	-	-	mean= 3.92
demonstration	-	1	2	5	2	-	1	mean= 4.23
experience with children	-	1	2	8	-	1	-	mean= 3.96
outside reading assignments	-	1	2	7	2	-	-	mean= 4.00
individual conferences	-	1	1	7	1	1	1	mean= 4.33

Additional comments: "demonstration is a low point; experience with children is great; individual conferences made me look at myself in many ways which I normally wouldn't."
"I think class discussion is good, but it should vary in what is talked about and who talks--I don't criticize the means but its content; (I) wished to have more time for outside reading assignments; individual conferences helped me very much--wish there was more."

3(b). Please offer any general evaluative comments you have regarding the teaching styles instructors used in directing their courses. (In this section, please restrict your comments to Program seminars only).

"Everything fell in place beautifully--could have had more individual conferences with instructors; but much was my own personal fault."
"They were all good."
"I like the informal approach; we were given valuable information and encouraged to discuss."

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"All instructors are open to everyone's ideas. The atmosphere is informal, while discussions are often profound. I like the emphasis on individual help."
"I thought the relaxed, informal teaching style was very good. It set up a more personal atmosphere and emphasized more than most courses--the student's needs."

4. Itemize the courses and Program seminars you are taking this term and indicate your estimation of them in the two areas indicated below. In the "Comment" section, please recommend changes in approach, topics covered, teaching styles, etc. you would like to see.

	(1=not of value,7=valuable) Applicability in developing your teaching competencies								(1=not sufficient,7=sufficient) Adequacy of the substantive content							
	Response								Response							
	1	2	3	4	5	6	7	$\bar{X}$	1	2	3	4	5	6	7	$\bar{X}$
D592	-	-	-	-	1	2	9	6.70	-	-	-	-	2	1	9	6.67
L300	-	-	-	-	5	1	5	6.23	-	-	-	-	4	1	7	6.38
D405	-	1	-	2	5	1	2	5.27	-	1	1	3	3	-	3	5.14
D468	1	-	1	2	4	-	3	5.00	1	-	1	2	3	-	4	5.18

Additional comments:

D592 "excellent."
"Combine an outstanding personality and amazing intelligence--you get an excellent teacher and class situation."
"Make it longer or more often."
"Very good--needs (L300) to back it up."
"I would have liked to have spent more time on discipline and control on the group level and how to deal with certain crises and problems such as the 'scapegoat' problem."
"The immediate practical application of psychological concepts proved invaluable."
"Never enough time to read all of the available information."

L300 "Discussion kept wandering and was hard to settle upon one thing--a lot was because of different ideas and philosophies--it's hard to get 12 people together on anything; if you want to do that."
"Combine an outstanding personality and amazing intelligence--you get an excellent teacher and class situation."
"Bribe a few kids into trying out some of the ideas."
"In philosophy of education there could have been more reading and a longer time to discuss in class."
"Brought up good questions--substantive content was there--but often we didn't get to it."
"I would have liked a little more continuity from class to class--further study on Dewey--we didn't have time to get into him enough. A separate time perhaps for announcements and other discussions."
"Great class in which concerns could be openly exposed and talked about. It would be nice to have more time to read, but there wasn't.

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"The discussion was exceptionally helpful."
"Didn't see too much difference in the two courses (D592 and L300) but found them both invaluable."

D405 "Needs a more concrete outline of objectives or topics to be discussed. Then, we could decide if we feel they'd be relevant, and also offer any more suggestions. It was hard to offer suggestions right away, because we hadn't been around a school long enough."
"Bribe a few kids into trying things with us."
"Class objectives should have been set. Class never got anywhere."
"More emphasis on different teaching materials, ways of handling small group and large group activities."
"We talked about and tried some very neat things in this course. Things were concrete and helpful. Wish there could have been more things brought in."
"Would like to see more practical aspects of teaching--i.e., learning organizational skills."

D468 : "This valuable rating is due to the fact that I changed from a very dull, boring class to one that had a much more stimulating and informative teacher."
"Bribe a few kids into trying out some of the ideas--sufficient is the worst word for people who are so into things-- they bring in and try so much--it's great!"
"Good class--introduced to media and various methods."
"A little too much bias as far as methods go--more group discussion."
"Very thorough--excellent treatment of reading instruction. There was too much (substantive content) for one semester--would like to continu it next semester."
"After attending this course, I still do not feel competent in my ability to take a group of non-readers and teach them how to read."
"Was great for a university course--gave me much insight in teaching reading."
"It related very much to the type of work we were doing, but I felt a bit less involved at times. It wasn't quite as intense as the other two classes (D592 and L300).

5. On the average, how many hours a week do you spend in preparation for your Program courses? Indicate, for each category, if you believe this to be too much, too little, or about right:

	Approximate hours per week in preparation						(1=too much, 4=about right 7=too little)							
	$\bar{X}$	0-5	6-10	11-15	16-20	21-25	1	2	3	4	5	6	7	$\bar{X}$
classroom-related responsibilities	8.95	4	5	--	2	--	-	1	-	6	3	-	-	4.35
methods courses	3.70	8	1	1	--	--	-	-	2	6	1	-	-	4.06
theory courses	6.23	8	--	1	--	1	-	-	1	3	4	2	-	4.90

Additional comments: "All of these vary from week to week."

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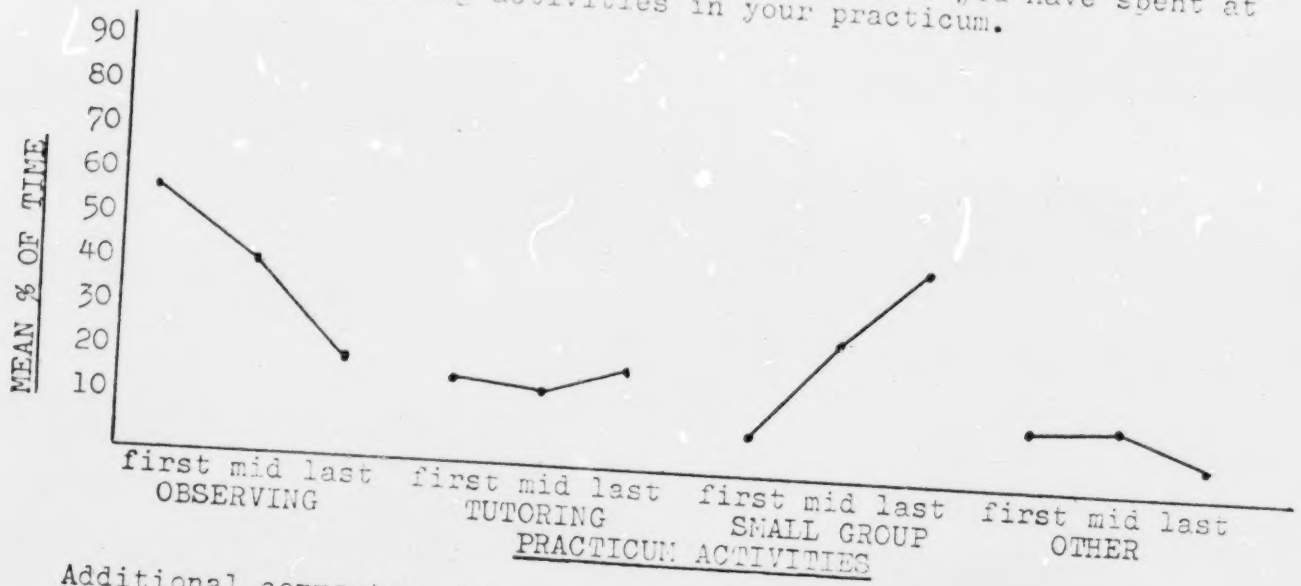
6. Indicate the approximate proportion (%) of time you have spent at each of the following activities in your practicum.



Additional comments: None.

7. On the whole, how valuable is the practicum to your development of teacher competencies? (1=not valuable, 7=very valuable)

Response:	1	2	3	4	5	6	7
Frequency:	-	-	-	-	-	2	9

mean=6.82

Additional comments: None.

8. Comment specifically on the aspects of your practical work with children in classrooms which have been of greatest and least value.

Greatest value:

"Unit, small group responsibilities."

"Doing a unit (teaching and planning myself) and working with a reading group were of the greatest value; going around helping one to one, too."

"Observing and working with an emotionally disturbed child in our classroom."

"Trying out my style of teaching and finding where the control limits have to be."

"The greatest value was in seeing the children in groups and watching how they interact with each other. My experience in working with young children individually was also valuable."

"Talking with children; individual observation (in class and other schools); directing group activities."

"Most valuable were my creative writing activities and my activities in my unit and using Bill Martin in small reading groups."

"Doing reading and math with kids in my class. Being able to really get to know them well, oversee their efforts, etc. Unit, too."

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"Working with individual children's problems and learning to work with whole group have been of greatest value."
"Teaching a unit; reading group."
"My close observation of kids gave me insight into the psychological make-up of kids."
"Working with kids on basic Dolch words and reading skills. Getting involved in unit work and the kids. Doing individualized work as well as small groups."

Least value:
"Teaching with a teacher of radically different philosophy."
"At the beginning I observed for too long (that was of least value)."
"Having to exactly model a few of the supervising teacher's teaching methods, even though I disagreed with them."
"Writing lesson plans for my cooperating teacher when she doesn't buy my philosophy."
"The least valuable would be when I was simply observing."
"I can't judge this--everything I didn't appreciate added to an overall understanding."
"Using Scott Foresman readers in small groups was the least value as well as helping kids fill in workbooks and spellers."
"Too much clerical stuff at beginning of term."
"Giving tests, standardized and others."
"Learning and applying math skills; dislike doing workbook skills."

9. How do you characterize your cooperating teacher as a teacher of children

	% of Total Responses
outstanding	18
very good	36
good	27
fair	18
poor	0

Additional comments: None.

10. To what extent is your cooperating teacher a model for you in terms of:

	1	2	3	4	5	6	7	$\bar{X}$
general teaching style/method	1	1	3	3	2	1	1	4.04
relationships with children	1	1	2	3	2	1	2	4.50

Additional comments: "Would model and use some of his methods; some I believe are quite good; definately not the majority."
"I was in conflict because I disagree with her methods, but learned an amazing amount from her group and interpersonal relationships with the kids."
"Shows enthusiasm and joy in teaching, care and concern for her children.
"She and I love kids, but she sees that they have to all be somewhere by X and I don't. I don't think because we are studying volcanoes, everyone has to end up knowing about volcanoes. Interest, not force."
"I really admire her as a person and friend; we are pretty close and think a lot the same."

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"Don't believe in her structured methods of teaching--she has a general concern for kids and good ways of dealing with their problems--which I've learned a lot from."
"Difference here in general attitude toward learning, work as opposed to something else. I tend to be a little more."
"She is genuinely concerned about each child in the classroom and shows this quite often, something I hope I will do."

11. How helpful is your cooperating teacher in guiding your development as a teacher?

	% of Total Responses
extremely helpful	0
very helpful	42
helpful	8
fairly helpful	33
not very helpful	17

Additional comments: None.

12. Indicate specific aspects of your cooperating teacher's supervision that you found most and least useful.

Most useful:
"Sincere relationship and concern."
"Her positive outlook toward kids influenced and encouraged me on."
"Handling the group, as a group of important individuals."
"Telling me--it doesn't always work--to control is a problem for everyone."
"Her suggestions of ideas and activities that I might do with children. Her constant interest in the development of the children."
"Her attitude about school and about children. She is an optimistic person. She is honest with me and gave me independence."
"Did allow us to do what we wanted."
"She gets me to sit down and be a little more concretely prepared. Helps me to forecast the effects of certain activities, too."
"Good ideas for setting up my unit."
"I find that I have a lot of flexibility in her classroom--this is useful."
"I found her unit work very interesting and imaginative. Her math teaching skills were pretty good, great math games. Enjoyed how she involved the children's parents and community in the classroom."

Least useful:
"Forcing materials to be used. Different relationships with kids. They're screwed up by dealing with codes."
"She encouraged me to try (any) activity with the kids but didn't respond enthusiastically to any idea."
"Never offering any of her ideas that worked well--(though I realize it could backfire and all you'd get would be her ideas).
"That everybody has to know x,y, and z."
"The large amount of her time that she spent talking to me was least useful."

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"Wished she taught any other grade level. Kindergarten was good for the first term, but would like a grade level for second term."
"didn't lend very much support in whatever we did, didn't encourage us."
"Not sharing of her time or comments unless you push her."
"Giving suggestions then subtly telling me they should be carried through."
"Her lack of immediate feedback on what I do is distressing at times."
"I would have liked more of an individualized reading and spelling program, individual discovery and learning, and more sincere warmth--to have been more personal at times."

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13. Are your program advisors available when you need them?

	% of Total responses
always available	42
usually available	58
hard to locate	0
unavailable	0

Additional Comments: "Major plus of the program. If I need to talk to you when doing this--they are there."
"( )is hard to get a hold of at times--very busy man."

---

14. How supportive are your program advisors? (1=unsupportive, 7=very supportive)

	Responses							
	1	2	3	4	5	6	7	$\bar{x}$
of your personal development	-	-	-	1	-	7	4	6.50
of your individual interests and needs	-	-	-	-	1	8	3	6.54
of your teaching style	-	-	-	-	2	6	3	6.45

Additional comments: "They don't judge (your personal teaching style)--it is up to us."

---

15. How useful are the Program staff in providing assistance to you as you develop and execute your teaching responsibilities? (We refer here to assistance such as suggestions of method, materials, processes, mechanisms of classroom organization, discipline, etc.)

	% of Total responses
extremely helpful	64
very helpful	36
helpful	0
fairly helpful	0
not very helpful	0

Additional comments: "I haven't had time to actually look at everything, or consider or think them through."
"This is where they are outstanding."
"Suggestions of methods should be more specific, discussed more in detail--such as some concrete ways of dealing with parents, other teachers. Materials are excellent--helpful."
"You have to do these things for yourself. In the end, but it helps a great deal to see different and often helpful ideas from a person who cares and not just a book figure."

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"Open up questions for us to think about. We must chose which is best for us."
"( ) especially is very helpful on suggesting activities, finding books and materials we need, helping organizing an activity."
"Wide knowledge and experience held by the staff has often aided me in my thinking and approaches."
"I couldn't ask for better support. The program members were also invaluably helpful."
"They provided a lot of ideas and materials to help with specific problems; were more than willing to talk about your teaching and classroom situation."
"I have found that whenever I have difficulties in these areas--the staf will often revolve a class around the subject."
"I don't know of a time when something either in materials or verbally were not available. Always constant enccuragement and good criticism. Our feelings were always acknowledged."

16. List three aspects of the program which you find most satisfying.
"1) group aspects; relationships and support by all members, including Ellen, Bill, Franci. 2) Freedom to express and explore and develop opinions. 3) Content of program."
"1)the group interaction and support (a tight group of peers to work with 2)concern shown for us (group) and me (individuals). 3) that there is a lot of experience working with kids."
"1) close contact with advisors. 2) close contact with other student teachers. 3) close contact and endless experience with children."
"1)being with the kids. 2) talking with fellow group members about problems, joys, etc. is really getting into it. 3)Bill's talks-- which really help at times of need."
"1)the staff's dedication and helpfulness. 2) the large amount of time spent in classrooms and with children. 3) the coordination of all aspects of the experience in class."
"1) the instructors--Ellen and Dr. Morse. 2) my teacher Mrs. Myers. 3)the classroom experience."
"1) the close relationship with other students in the program and with our advisors. 2) the ingetration of our classroom experience with our seminars. 3) the individual help and attention we receive."
"1) Emersion with kids. 2) the opportunity to share experience, feelings with others so intimately. 3) the happiness of finding so many fine people--friends."
"1) group support. 2) hearing problems of teachers. 3) individual help."
"1) the sincere concern of everyone in the program. 2) the emphasis on the students individual needs. 3) the relevancy of the program to one's classroom situation."
"1) the warm, personal relationship with each other and staff. 2) the discussion of problems in the classroom--being able to share upsetting situations immediately and getting feedback. 3) having the freedom to investigate special areas of teaching--like our trip to hear Bill Martin."
"1)great personal concern for our feelings. 2) being so optimistic on education. 3)willingness to share so much of their background knowledge with us."

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17. List three aspects of the program you found least satisfying.

"1) Eberwhite school, development of philosophy that is impossible (or next to) to implement at that school."
"1)Being in Eberwhite school. 2) These forms (the research)."
"Can't think of anything--I guess I was basically prepared for the good and bad."
"1)some of the organization meetings of our group. 2)some of the books and materials got a bit redundant. 3) we lost our tables."
"1)the lack of interaction with more teachers as a group (group discussio 2) amount of time separated me from other interests."
"1) the push of the group to be friends and to relate (this should come of its own accord). 2) sometimes I thought the group was way too much talk. 3) ( ) class."
"1)the very traditional school itself that was chosen for the program-- not enough different kinds of classrooms."
"Just the normal, expectable hassles of being second fiddle to all the teachers (which isn't anything intrinsic to the program)"
"1)filling out goals. 2)D468. 3)Having a class from 4-6 after a full day.
"1)I did not feel part of the University and felt alienated from other students not in our program. 2)Eberwhite was not a school I found very enjoyable to work in."
"1)The structured, culturally impotent setting of Eberwhite school. Can't think of anything else."
"1) Not having enough time to read all the information. 2)we weren't too organized at times for class discussions and got carried away in other things. So, if something in specific was planned, it didn't always come over that way."

18. Please feel free to add any further comments and suggestions regarding changes and improvements in the program you would like to see. For example, are there important areas you think were inadequately explored? Was there too much emphasis on some subjects or areas? Was there too much or too little flexibility? Was time well spent? etc

"I think that if I had to learn to teach in a very traditional program, I wouldn't be teaching--openned up groundwork--showed there are alternatives. Going to be hard to teach in traditional school but not impossible, but teaching is hard!"
"I hate these forms. I wish there was 3 times as much time as there is. There is a lot more depth of everything we touched on that I'd like to explore further as a group."
"In placing students at the beginning of the year, most of us were surprised where we ended up, just in the short week we'd been together, everyone pretty much knew where everyone would work--and then some were placed in a surprising situation. Leave it up to us to decide where we want to work--if we find conflicts, the ones in conflict should discuss it with the advisors, possibly then let the advisors place us."
"I am flaky, and so would prefer flaking off with a few people instead of the whole group. Also some of the group are not as open as they think and don't understand humans as well."
"Transportation was a problem--group never paid for gas, and I didn't like to ask. This is petty, but it bugged the hell out of me. I felt as though it were my responsibility to organize rides, etc. Hate doing and eventually it was not done--hurt feelings involved I am sure. Should be more aware of what others are doing in the classroom.. Too much time spent on dealing with each other's feelings instead of thoughts."

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"Would like to see the thing continued. I just want to express my sincerest appreciation for all the energy and concern that has been exerted by the members of the faculty team. Franci, Ellen, and Bill. You all have been tremendously supportive, helpful in terms of learning and guidance, and just great friends. Thanks so much."
"Too much emphasis on Piaget. This program is unbeatable. Seeing what other (non-program) student teachers are doing makes me feel sorry for them."
"Sometimes I felt the courses were becoming too much of a sounding off board for some of the students and consequently too much time was spent on hearing others complain or discuss their individual situations."
"The time was well spent. A change for the future would be more observation of other kinds of schools and teaching situations. Eberwhite school was a little too sterile and waspy to be representative of many teaching situations."
"Great flexibility. Maybe too much at times. If next year the program wants to stay in one school, for the entire year, it should be smaller. But gee, there are so many education people that need and could use this type of program! What an experience!! We could have gone more into depth on some forms of teaching techniques. I feel it's somewhat difficult and time consuming to be a learning teacher and face all the daily assignments plus have so many areas of reading to do. Both were very important, but to just start learning about some of the techniques and then apply them to our individual situations when we're trying to cope and understand that made it frustrating at times. I wish I had known some of the things on Piaget and Dewey for hand. I didn't feel I had enough time to really concentrate on certain areas."

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FIELD-BASED TEACHER EDUCATION PROGRAM EVALUATION
The University of Michigan

WINTER, 1974

1. How well prepared do you feel to teach at the present time? (1=poorly prepared, 7=very well prepared)

Response:	1	2	3	4	5	6	7	$\bar{x}$	sd
Frequency:	-	-	-	-	4	5	1	5.95	.60

Additional comments: None.

2. How much do you feel your Program has contributed to your present level of preparation? (1=very little, 7=very much)

Response:	1	2	3	4	5	6	7	$\bar{x}$	sd
Frequency:	-	-	-	1	1	6	2	6.10	.88

Additional comments: None.

3. (a) How would you evaluate the instructional methods used in your Program seminars (exclusive of campus courses). Check the appropriate category (1=too much, 4=about right, 7=too little).

Response:	1	2	3	4	5	6	7	$\bar{x}$	sd
Frequency:									
class discussion	1	-	1	6	-	-	1	3.94	1.51
lecture	1	-	-	7	-	1	-	3.94	1.29
demonstration	-	-	-	5	-	3	-	4.75	1.04
experience with children	-	-	1	6	-	2	-	4.39	.99
outside reading assignments	-	1	-	4	3	1	1	4.70	1.35
individual conferences	-	-	1	9	-	-	-	4.00	.24

Additional comments: None.

3 (b). Please offer any general evaluative comments you have regarding the teaching styles instructors used in directing their courses. (In this section, please restrict your comments to Program seminars only).

"I'd like a little more time for discussions, lecture, and general meetings, but, alas, you can't have everything!"
"Excellent models and very supportive and encouraging and helpful."
"Sometimes drawn out when you are drawn out."
"There were too many lecture hours as part of this term's coursework; not enough class discussion."

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4. Itemize the courses and Program seminars you are taking this term and indicate your estimation of them in the two areas indicated below. In the "comment" section, please recommend changes in approach, topics covered, teaching styles, etc. you would like to see.

(1=not of value, 7=valuable) Applicability in developing your teaching competencies)									(1=not sufficient, 7=sufficient) Adequacy of the Substantive Content								
1	2	3	4	5	6	7	$\bar{x}$	sd	1	2	3	4	5	6	7	$\bar{x}$	sd
1	-	-	1	1	1	5	5.78	2.03	1	-	-	-	1	4	3	5.83	1.89
-	-	1	-	2	3	4	6.00	1.13	-	-	1	-	4	2	3	5.85	1.11
-	-	-	2	1	-	3	5.83	1.29	-	-	1	1	1	-	3	5.67	1.54

Additional comments:

"( ) is real good at bringing in examples of stuff we need to all look at."

"This had little or no relation to my teaching; I knew the material from previous courses."

"I'd like to have suggested reading for the next week's class, so I fee more prepared to discuss what topic we're dealing with."

"Especially when discussing classroom problems being experienced. Need more informal class sessions."

"I really liked dealing with the specific things we did, math, music, etc. I'd like us to have also to have had more discussions but with the topic structured for us."

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5. On the average, how many hours a week do you spend in preparation for your Program courses? Indicate, for each category, if you believe this to be too much, too little, or about right:

			Approximate hours per week in preparation					(1=too much, 4=about right, 7=too little)								
	$\bar{x}$	sd	0-5	6-10	11-15	16-20	21+	1	2	3	4	5	6	7	$\bar{x}$	sd
classroom-related responsibilities	14.80	5.70	---	2	7	---	1	-	1	1	5	2	1	-	4.35	1.11
methods courses	3.50	2.68	6	1	---	---	---	-	-	1	2	2	1	1	5.14	1.35
theory courses	4.06	3.49	6	2	---	---	---	-	-	-	3	2	3	-	5.31	1.10

Additional comments: None.

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6. Indicate the approximate proportion (%) of time you have spent at each of the following activities in your practicum.

Additional comments: None.

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7. On the whole, how valuable is the practicum to your development of teaching competencies? (1=not valuable, 7=very valuable)

Response:	1	2	3	4	5	6	7	$\bar{x}$	sd
Frequency:	-	-	-	1	3	1	5	6.15	.97

Additional comments: None.

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8. Comment specifically on the aspects of your practical work with children in classrooms which have been of greatest and least value.

of greatest value:
"Responsibilities were of greatest value; wanted to use more therapies with the kids and was unable to."
"Being able to see kids change over the course of the year."
"I feel my best work and results were when I worked with small groups or individuals and could really get sincere feelings with everyone."
"The fact that this program provided so much time in the schools was the most valuable. Specifically talking with my supervising teachers and other teachers in the building and the actual time I spent with groups of kids was the most valuable."
"Organizing the math program for Carole."
"Working in small groups, being responsible for entire class."

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"Taking complete charge of kids was the most valuable."
"All of my work was valuable--good to spend a lot of time with the children--would be nice to have more time to read etc. on my own."
"Teaching a unit exactly as I wanted, gearing it to all children as individuals."

of least value:
"I don't feel I did my best working with the kids as in total. I couldn't keep their thoughts and doings together. They seemed to easil let loose then."
"The least valuable was writing about what I did with kids. Also of little value is the obligation to sit and observe when I was not assisting. I did not feel I was getting a great deal of the time spent.Actually observing should be left up to the student because only she/he knows how much she or he needs to feel confident enough to try things. I observed, tested out styles myself, observed some more, etc. but all the observation at the beginning was unnecessary."
"Observation of teaching methods."
"Mini-course was a waste. Teaching boxed units (MACOS,SCIS) allowed me to rely too much on other's ideas."

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9. How do you characterize your cooperating teacher as a teacher of children?

	% of Total Responses
outstanding	10
very good	10
good	50
fair	30
poor	0

Additional comments: None.

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10. To what extent is your cooperating teacher a model for you in terms of:

	(1=not at all, 7=extensively)								
	1	2	3	4	5	6	7	$\bar{x}$	sd
general teaching style/method	1	2	4	-	2	1	-	3.50	1.58
relationships with children	1	2	2	1	1	2	1	4.15	2.03

Additional comments:"(I) don't like the positive, tangible reward system for work completed."
"I would hope to be able to be more informal, more open, and more me with the kids."
"She's very warm and sincere with the kids. A real southern hearted lady. I feel she is more structured in her teaching than I am but she is a very confirmed believer in teaching her way and that it's her best."
"He is an amazing man in terms of dealing with life as presented in the lives of children he contacts daily. In terms of stimulating them, he is very weak."
"Sometimes she helps; other times she is in her own world of jobs."
"I hope I never teach like her."
"She is distant, but knows the children very well as individuals (which I like)"
"Excellent model for seeing how to treat children as human beings."

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11. How helpful is your cooperating teacher in guiding your development as a teacher?

	% of Total Responses
extremely helpful	0
very helpful	0
helpful	55
fairly helpful	45
not very helpful	0

Additional comments: None.

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12. Indicate specific aspects of your cooperating teacher's supervision that you found most and least useful.

Most useful:

"( ) cooperation and adaptability to my ideas, and teaching methods; she allowed me to develop my methods; not copy hers."
"Aided me in developing organizational skills and planning in a tightly structured setting."
"She is very optimistic in her work and loves children of all ages. She enjoys trying new things and watching the kids explore. She's concerned about each student and shows these feelings to them."
"He let me go through all that I had to; the ups and downs; offering a lot of encouragement and support. He was willing to, and we often sat for hours talking about teaching and children and life."
"When we talk about kids and what their problems are about."
"Insights with individual children."
"The degree of flexibility I was given in the classroom."
"POinting out classroom activity that I didn't notice."
"I found most helpful my teacher's giving me responsibility, total charge of the class very early. I learned a lot that way, especially in managing a large group. Also, I was able to do most everything I wanted within her particular structure."
"Can talk with her easily."
"She was very open to letting me take on responsibility. She shared all problems with me, treated me as a co-worker, respected my ideas."

Least useful:

"Dealing with the emotional confusions of kids; who can?"
"I don't feel I was left on my own enough and that I said my feelings and ideas well enough. I didn't start from scratch on my own and have to plan out a week's worth of class doings. I didn't experiment enough with my own resources."
"He did not excite me to try exciting, creative things because he does not."
"Left class in a state of chaos."
"Teaching style extremely structured and little chance for creativity or exploring on my part allowed."
"The lack of feedback; lack of conferring."
"Interfering with my discipline."

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"I found least helpful the fact that she wasn't very supportive of wh
I did and often didn't comment unless I asked her. She was helpful
in matters of discipline, management, etc., but seemed almost totally
concerned with this aspect of teaching."
"Never too sure of what is expected of me."

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13. Are your program advisors available when you need them?

	% of Total Responses
always available	40
usually available	60
hard to locate	0
unavailable	0

Additional comments: "Really willing to give time."

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14. How supportive are your program advisors? (1=unsupportive, 7=very supportive)

	1	2	3	4	5	6	7	$\bar{x}$	sd
of your personal develop.	-	-	-	-	1	6	3	6.50	.47
of your individual interest and needs	-	-	-	-	2	7	1	6.10	.57
of your teaching style	-	-	-	2	3	4	1	5.60	.97

Additional comments: None.

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15. How useful are the Program staff in providing assistance to you as you develop and execute your teaching responsibilties? (We refer here to assistance such as suggestions of method, materials, processe mechanisms of classroom organization, discipline, etc.)

	% of Total Responses
extremely helpful	45
very helpful	33
helpful	22
fairly helpful	0
not very helpful	0

Additional comments: "The strongest part of the program."
"More on theory than practice."
"Extremely helpful in regards to materials and methods. I could have used more help in discipline areas."

16. List three aspects of the program which you find most satisfying.

(The individual responses were grouped according to categories, and are listed in order of frequency of occurrence.)

Response	Frequency
Smallness and closeness of the group	9
individualistic support and understanding of the staff	7
field-based, humanistic and psychological emphasis of the program	2
Openness of staff to new ideas and differences of opinions	2
Availability of materials and resources	2
Supervising teacher	1
Seminars	1
Integration of teaching and seminars	1
Extensive teaching time	1
Exposure to new ideas and current issues in education	1
Talking out problems	1
Optimism about working with people	1
Standards and values which propel the program	1

17. List three aspects of the program you found least satisfying.

Response	Frequency
unstructured discussions or not enough time for discussions	4
split into two schools	3
scheduling of seminars	2
no time for reading	2
goal-setting, scales	2
lack of group contact as year progressed	2
more exposure to other styles, field trips	1
Eberwhite school	1
Writing papers	1
Lack of continued questioning of our philosophies	1

18. Please feel free to add any further comments and suggestions regarding changes and improvements in the program you would like to see. For example, are there important areas you think were inadequately explored? Was there too much emphasis on some subjects or areas? Was there too much or too little flexibility? Was time well spent, etc.

"The only thing that I can say is that I doubt I would feel secure if ( ) trained me!"
"For sure in the second semester , as well as the first,concentrate some time on the teacher role and what it means to each person. Discuss future teaching jobs and what interviews might demand. Come to some agreed upon feelings that are being debated about and don't get off on tangents. Carry through. Talk about future schools and what they might demand of a teacher. More decisions and plans better than what we did. Don't diddle-daddle around."
"Time was mostly well spent. I feel I know too little about exceptional children--both bright and those with learning disabilities. In the middle months of student teaching experience, we should have had less seminars. There was too much going on for each of us to reach us all, and we spent the time only brushing surfaces, time is too precious then. We should have met more with Bill Morse! and more with Ellen and Bill together."
"The time was well spent--there were people I didn't appreciate that much...but the ideas of the program in the talking and kids was really tremendous."
"Possibly more time could be spent in the area of 'teacher consciousne raising.' I would've liked more interaction with critic teachers as a group--classes spent together so they could see how we relate as a group and what our priorities are."
"The lectures on mental hygiene were useless to me. If people have an adequate background in child development, the material is repetitive. Therefore, the materials should be dealt with only in readings, and class time can better be spent in discussing applications of the material."
"It's really important that the group stay in one school, I think. It seems more emphasis is needed on the theoretical aspects of education during the second semester--the tendency was to become too wrapped up in our individual classes. More responsibility during the first semester may have been good."
"Time could be better spent--solid conversation."
"I wish there had been more changes over the year to talk of alternati teaching and see alternative teaching and philosophies, styles, methods, e.g. the Montessori school. Though students were given responsibility for independent study, much of it was spent in classroom preparation (just like real teachers who never have time to keep up). Perhaps the students should have two free afternoons a month scheduled into the program to use for observing other rooms and schools."